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ABSTRACT

Information on financial aid at public institutions of the Oklahoma State System of Higher Education for 1974-1975 through 1983-1984 is presented, with a focus on systemwide norms, averages, and distributions for grants, loans, scholarships, and employment. In 1983-1984 financial aid was awarded to 30.5 percent of the unduplicated students at public institutions, representing 57.7 percent of the full-time equivalent (FTE) student load. This is a one-third increase in the percent of FTE students receiving aid more than 10 years before. In recent years roughly one third of the financial aid has been made up by loans, one third by grants, one fourth by student employment, and the remainder by scholarships. Employment is considerably less important in 1983-1984 than in 1974-1975 as an element of financial aid. Comprehensive universities, with their time-extending graduate and professional programs, consume the largest proportion of financial aid. In 1983-1984, the average dollar amount of financial aid by student at the comprehensive universities was $2,686 compared to $1,501 at regional universities, and $539 at two-year institutions. Minorities participate in the financial aid programs at rates greater than their proportional student enrollment. (SW)

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A PROFILE OF FINANCIAL AID IN OKLAHOMA PUBLIC HIGHER EDUCATION 1974-75 THROUGH 1983-84

Prepared By

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and

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Oklahoma State Regents for Higher Education
State Capitol, Oklahoma City

April 1985

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EXECUTIVE SUMMARY

In 1983-84, 30.5 percent of the unduplicated students in public institutions, representing 57.7 percent of the full-time-equivalent (FTE) student load, received financial aid. This is a one-third increase in the percent of FTE students receiving aid over ten years before. In 1974-75, 43.7 percent of the FTE student load was made up of financial aid recipients. In recent years roughly one-third of the financial aid has been made up by loans, one-third by grants, one quarter by student employment, and the remainder by scholarships.

Over the ten-year period the actual number of aid recipients has increased only slightly whereas the impact of the aid measured in dollar amounts or on an FTE basis is much more significant to the system. In terms of actual purchasing power, financial aid has risen by approximately 40 percent over the decade. The largest increase has been in loans, followed by grants.

Comprehensive universities, with their time-extending graduate and professional programs, consume the largest proportion of financial aid. In 1983-84, students at comprehensive universities dollarwise received 61.4 percent of all the loans, 66.3 percent of the student employment, 56.5 percent of the scholarships, but only 30.4 percent of the grants. In the same year the average dollar amount of financial aid by student at the comprehensive universities was $2,686 compared to $1,501 at regional universities and $539 at two-year institutions.

Minorities participate in the financial aid programs at rates greater than their proportional student enrollment. This is true for each minority group and for all types of financial aid. Women, on the other hand, did not participate at their proportional rate of enrollment. In 1983-84, for example, with 50.9 percent of the enrollments, women received 46.0 percent of the financial aid. The greater enrollments of women as part-time students and at two-year institutions contributed to the shift.

Financial aid continues to grow in importance to the fiscal well being of not only the individual students but the system itself. Continued proportional growth is expected, at least in the areas of loans, for the foreseeable future.

INTRODUCTION

This study presents a ten-year profile of financial aid within the public institutions of The Oklahoma State System of Higher Education. Unlike most studies on financial aid which look at students or institutions, this study will focus on systemwide norms, averages, and distributions.

Since October 1975, data has been collected on each full year of financial aid in The Oklahoma State System of Higher Education. The device utilized has been the Office for Civil Rights of the U.S. Department of Education's Form B3 of the Thousand Series. These reports provided aggregate financial aid data on a 12-month academic year for each of ten years, 1974-75 through 1983-84. There were four major categories of financial aid reported. These were grants, loans, scholarships, and employment. Figure 1 gives the detailed categories used in the B3 under each of these major categories. Each major category had three elements also reported. These were: the number of awards, the dollar amounts, and the unduplicated recipients. Of these three elements, the most commonly understood and easily used is the "dollar amount" of financial aid. The "number of awards," refers to the actual count of the individual grants, loans, scholarships, or jobs given to students as financial aid. "Unduplicated recipients" is a necessary, but slightly confusing concept. An unduplicated recipient refers to a single unique individual. An unduplicated recipient is counted only once within each category or total. In that an individual may have a financial aid package consisting of two or more aid categories, or two or more awards within a category, the number of awards may not equal the number of unduplicated recipients and the total unduplicated recipients cannot equal the sum of the unduplicated recipients by category.

In that the B3 series is aggregate data, produced by institutions, and covers a decade of time, we must assume that variance has been introduced into the types of data included in the reports and as to the classification of data within reports. The data

is not verifiable; it is, however, reliably consistent over time for the system as a whole and for most institutions. The conclusions and analyses derived from this profile should therefore be reflective and not definitive.

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FIGURE 1

CONTENTS OF THE OCR THOUSAND B3 REPORTS BY CATEGORY AND SUB-CATEGORY

I. Grants

A. Pell Grants (formerly BEOG)
B. Supplemental Educational Opportunity Grants
C. Vocational Rehabilitation Grants
D. State and Local Grants
E. Private Sources
F. Institutional Grants
G. Tuition Waivers
H. All Other Grants

II. Loans

A. National Direct Student Loans
B. Federally Insured Loans
C. State Insured Loans
D. Institutional Loans
E. Private Sources
F. All Other Loans

III. Scholarships

A. (All Scholarships considered in one category.)

IV. Student Employment

A. Federal Program: College Work/Study
B. Institutional Employment
C. All Other Work/Study Programs

DISTRIBUTION OF FINANCIAL AID BY CATEGORY

Figure 2 shows the distribution of financial aid dollars by categories and sub-categories for the 1983-84 reporting period. Half of the 35.3 percent awarded in grants were awards in just one program, the Pell grant program, formerly known as the Basic Educational Opportunity Grant. The Supplemental Educational Opportunity Grant accounted for 5.9 percent of all grants. Each recipient of an SEOG is also a recipient of a Pell grant, for the SEOG by design is a supplement to that grant. Vocational Rehabilitation accounted for 11.5 percent of the grants with all other grants being 32.4 percent. The "All Other" category contains such programs as veterans benefits, grants from the Bureau of Indian Affairs, health professional grants, etc. The "All Other" category is substantially composed of federal programs, with the exception of the State Regents' Fee Waivers.

Loans comprised 32.9 percent of all financial aid in 1983-84. State Insured Loans, such as the Oklahoma Student Loan Program and the Guaranteed Student Loan Program made up 59.4 percent of all loans. The "Teacher's Loan Program," National Direct Student Loans, equaled 13.6 percent of all loans. Loans with direct federal insurance such as those for medical and other professional and graduate training comprised 13.7 percent; institutional loans, usually short-term and of low dollar amount, made up 6.7 percent. The "All Other" category was usually a direct federal loan, such as from the V.A., made up 6.6 percent.

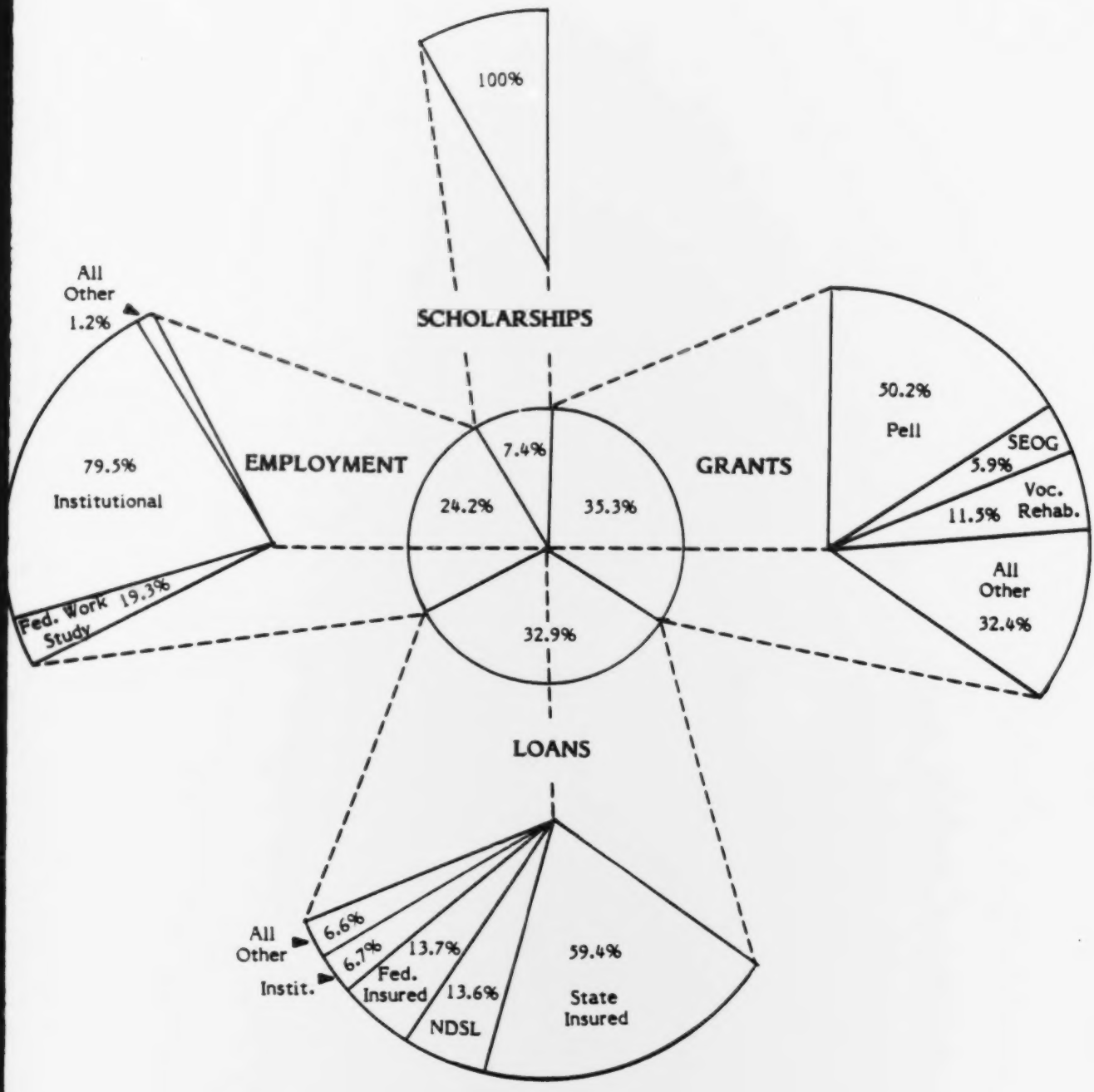
Employment comprised 24.2 percent of all financial aid reported by institutions in 1983-84. It is in the area of student employment as financial aid, that this Oklahoma profile differs significantly from other regional or national studies. Employment is generally disregarded in such studies or is shown as a limited contributor to the financial aid system. The employment of students based on need is, however, a significant element in the overall financial aid package. In Oklahoma it provides almost a quarter of the aid available to students.

Scholarships are those awards to students based on skills and academic attainments. These are outright awards not requiring repayment either in service or cash, although they may be tied to the continuance of a performance standard. There are literally hundreds of sub-categories of scholarships; for our purposes they are treated as one group. Although it would be interesting to dichotomize this category between academic and athletic, the data does not allow it.

In order to give historical perspective to financial aid, Figure 3 shows the distribution by category of the dollar distribution for the decade 1974-75 through 1983-84. Employment seemingly has lost ground over the ten years as a monetary contributor, dropping to 24.2 percent from a high of 32.9 in 1974-75. Scholarships show a slight gain in 1983, but were down from their 1974-75 level each year prior to that. Loans having peaked as a percentage contribution in 1981-82 are still higher by 3 percentage points in 1983-84 than in 1974-75. Grants peaked in 1976-77 with a 48.8 percent contribution but have fallen to 35.7 percent in 1983-84. This is still 4.9 percentage points higher than in 1974-75.

FIGURE 2

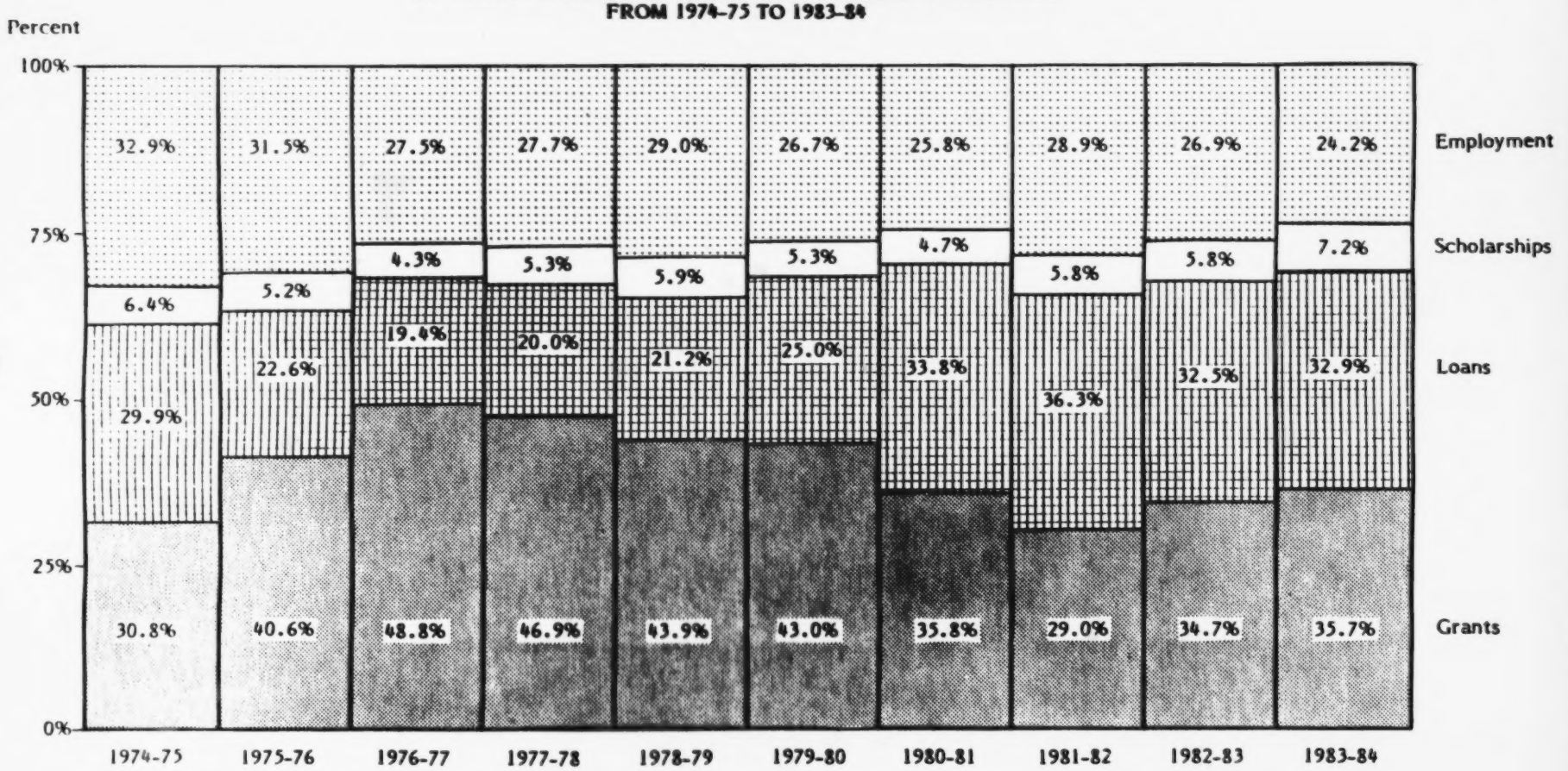
DISTRIBUTION OF FINANCIAL AID DOLLARS
BY CATEGORIES AND WITHIN CATEGORIES FOR 1983-84



Source: OCR 10,000 B3

FIGURE 3

THE PERCENTAGE DISTRIBUTION BY CATEGORY OF TOTAL FINANCIAL AID DOLLARS AT PUBLIC INSTITUTIONS FROM 1974-75 TO 1983-84



Source: OCR Thousand B3

DISTRIBUTION BY SOURCE OF FUNDING

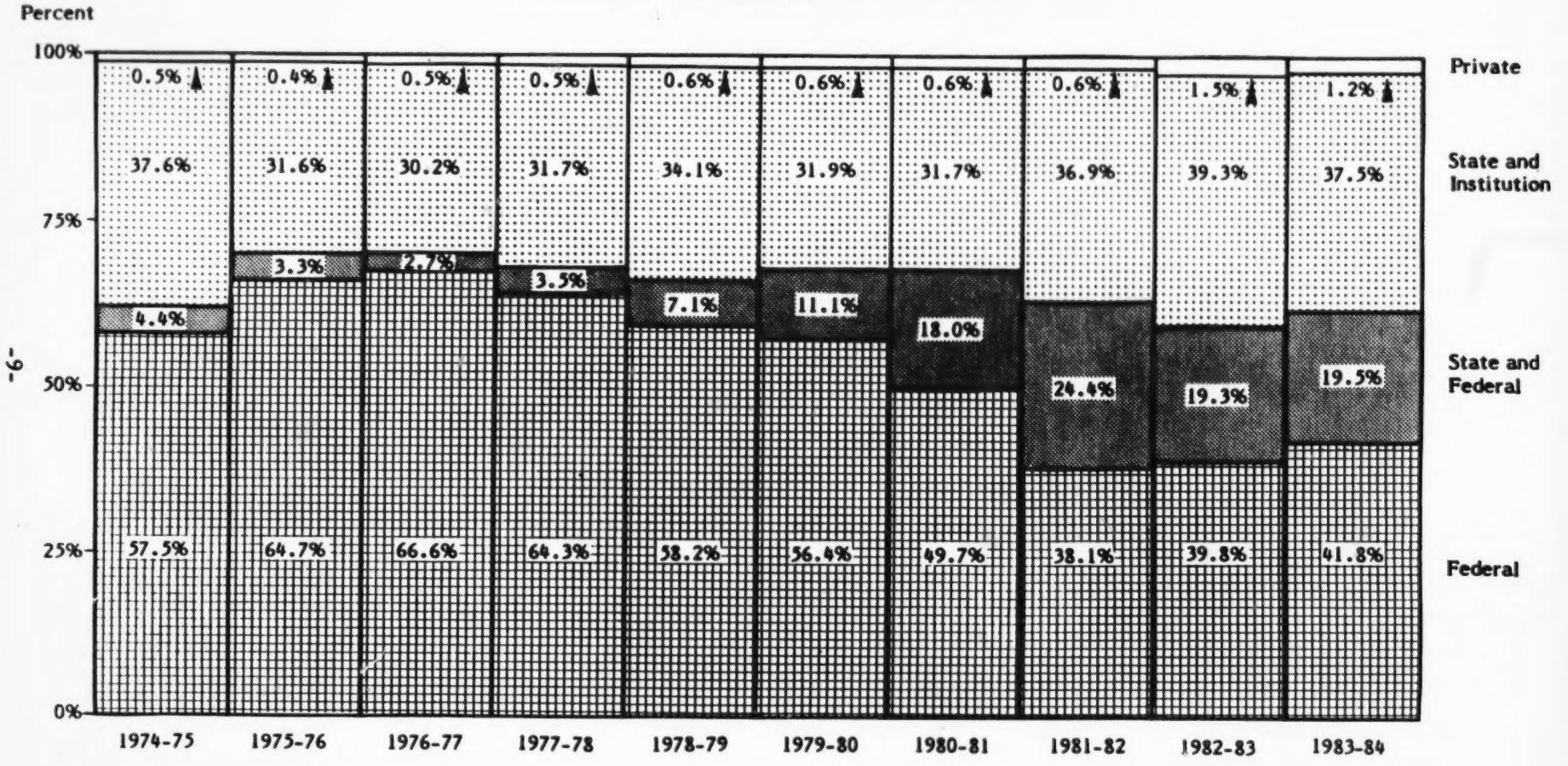
The aggregate nature of the data makes precise division of funds among the various sources impossible. Figure 4 and Table 1, therefore, should not be over-interpreted. Nevertheless, they do present an interesting reflection of the probable source of financial aid dollars. State dollars aggregated into the report tend to blend in an inseparable mix with federal and institutional funds. Even given that problem, it appears as though the state level proportion of funding has increased since 1974-75; peaking in 1981-82 with a light retrenchment beginning in 1982-83. Direct federal funding has fallen from a high of 64.7 percent in 1975-76 to a low of 38.1 percent in 1981-82 with some rebound to 41.8 percent in 1983-84. When the blended federal/state monies are considered, the decline of federal contribution is not as marked but is still present. With some fluctuation over time, the state and institutional sources remained proportionally the same after ten years. Private sources, although only 1.2 percent of the total in 1983-84, more than doubled the 0.5 percent in 1974-75 during the decade.

In that the inflation rate was a convenient 101 percent between 1974 and 1983, a reasonable method of transferring "current" 1983 dollars into "constant" 1974 dollars is to divide any 1983-84 dollar figure by two. When applied to Table 1, this indicates that the actual purchasing power of financial aid increased by only 40 percent even though the dollar amount increased by 180 percent. Using that method of calculation, the 1974 dollar value of direct federal contributions only increased by 2 percent in ten years. Blended state and federal increased by 521 percent, state and institution by 40 percent and private by 268 percent.

The unavoidable use of the state and federal blended category confuses the issue. It is, however, obvious that federal sources of funding are not as primary as often portrayed in national level reports and studies. This may be due to the factor mentioned before, that student employment based on need is often not factored into such studies and much of the "state and institution" monies are used to support that category.

FIGURE 4

THE DISTRIBUTION OF TOTAL FINANCIAL AID BY SOURCE OF FUNDING AT PUBLIC INSTITUTIONS



Source: OCR Thousand B3

TABLE 1

THE DISTRIBUTION OF TOTAL FINANCIAL AID DOLLARS BY SOURCE OF FUNDING AT PUBLIC INSTITUTIONS

Year	Federal	State and Federal	State and Institution	Private	Total
1974-75	$23,421,464	$1,793,237	$15,309,552	$186,211	$40,710,464
1975-76	33,459,152	1,721,703	16,343,386	214,203	51,738,444
1976-77	41,357,450	1,663,577	18,767,628	312,421	62,101,076
1977-78	43,788,010	2,385,291	21,608,230	316,922	68,098,453
1978-79	39,074,735	4,795,951	22,918,425	386,130	67,175,241
1979-80	44,445,878	8,770,541	25,152,563	483,697	78,852,679
1980-81	47,356,282	17,150,659	30,085,279	714,293	95,306,513
1981-82	38,761,915	24,788,427	37,608,614	569,112	101,728,068
1982-83	39,192,119	19,042,396	38,609,217	1,518,481	98,362,213
1983-84	$47,607,947	$22,276,181	$42,775,718	$1,368,820	$114,028,666

Source: OCR 1000 B3 through 10,000 B3

DISTRIBUTION BY TYPE OF INSTITUTION

Figure 5 distributes the data contained in OCR 10,000 B3 for 1983-84 by element for each type of institution. More than half, 51.2 percent, of all the financial aid dollars went to students at comprehensive universities in 1983-84. This occurred in spite of the fact that only one-third, 33.0 percent, of the unduplicated recipients and only one-third, 33.5 percent, of the awards were found at these institutions. As Table 2 shows, these differences in the distribution of financial aid elements cause the average dollar amount per unduplicated recipients, $2,686 at comprehensive universities, to be 79 percent higher than the $1,501 average at regional and four-year institutions and 398 percent higher than the average $539 at two-year institutions. In that all of the high cost professional and doctorate programs as well as a substantial portion of the master's level program are located at these institutions, the proportion of financial aid expended here comes into focus.

Four-year institutions have almost an even cut by the thirds, with 30.1 percent of the dollar amount of financial aid, 34.7 percent of the unduplicated recipients, and 35.2 percent of the number of awards. Two-year institutions on the other hand, with the lowest-cost programs and lower numbers of full-time students, have disproportionate relationships between recipients, awards, and dollar amounts.

Figure 6 distributes the financial aid within each type of institution by category. Comprehensive universities rely primarily on loans, 39.5 percent, and employment, 31.4 percent. Grants are third at 21.2 percent and scholarships last at 7.9 percent. The reliance on employment reflects graduate and teaching assistantships and the amount for loans reflects high-cost programs at the upper levels of education.

Regional and four-year institutions as well as two-year institutions have a somewhat different configuration. For each type, grants are the largest, followed by loans, employment, and finally scholarships. The fact that scholarships are universally last and smallest may be of no small symbolism.

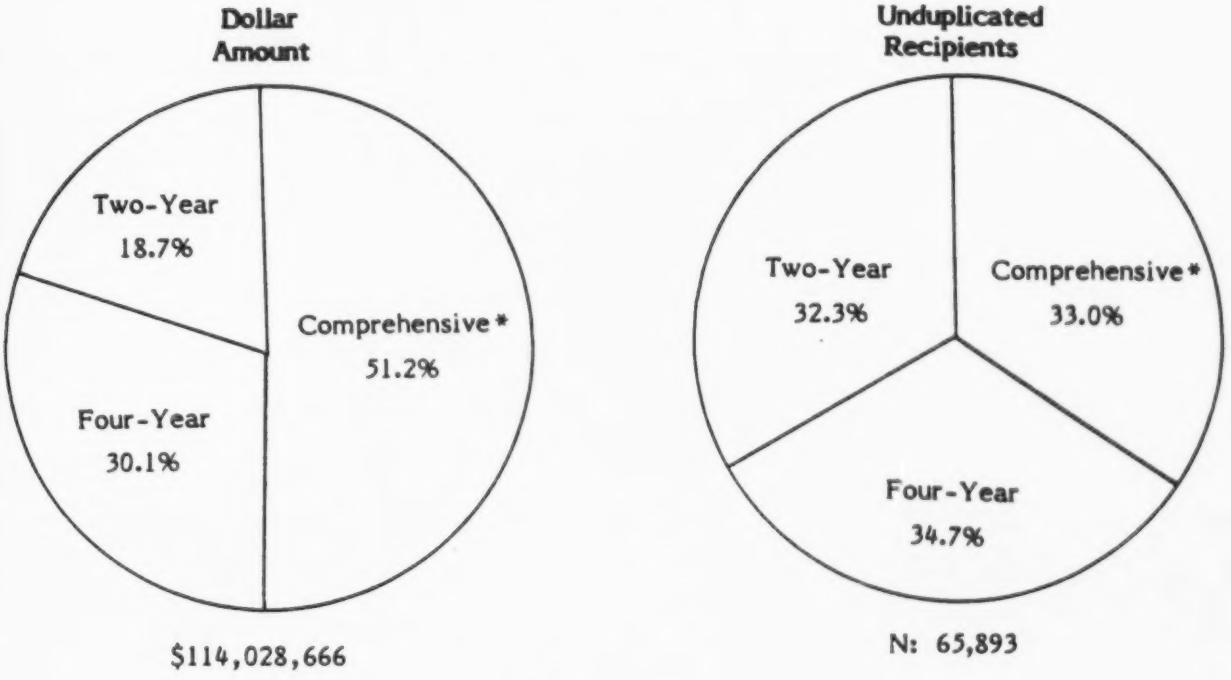
Figure 7 turns the data in Figure 6 to the opposite viewpoint; the distribution of type of institution within category of financial aid. Here we see the comprehensive universities accounting for 61.4 percent of the grant dollars, 66.3 percent of the employment dollars, and 56.5 percent of the scholarship dollars. In the area of grants, however, comprehensives account for only 30.4 percent of the dollars, while four-year schools garner 40.8 percent, and two-year institutions 28.8 percent. In the areas of loans, employment and scholarships, the relationships of comprehensive, four-year, and two-year are almost the same. Comprehensives get roughtly two-thirds of the pie, four-year institutions about one-fourth, and two-year institutions about one-eighth.

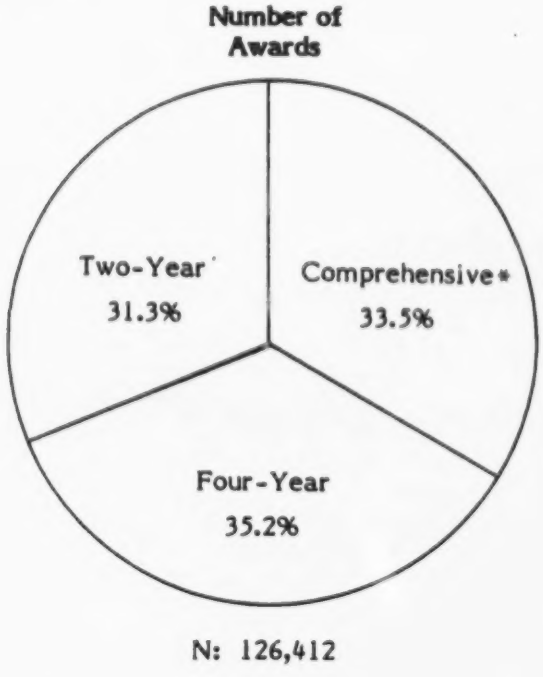
As shown in Table 2, the average unduplicated recipient gets $1,730 per year in financial aid from an average of 1.92 awards. The number of awards varies only slightly from one type of institution to another. The average dollar amount, however, is significantly different.

The average financial aid to an unduplicated recipient at a two-year institution equals only 31 percent of the state average. At four-year institutions it is 87 percent of the state average, and at the comprehensive universities it is 155 percent of the state average. When the same data is compared in an FTE calculation, as in Table 3, the same relationship is apparent but the range is narrowed. On an FTE basis two-year institutions have an average 65 percent of the state average. Four-year institutions are 92 percent of the state average and comprehensives are 134 percent of the State average.

FIGURE 5

DISTRIBUTION OF FINANCIAL ASSISTANCE
BY ELEMENT BY TYPE OF INSTITUTION
1983-84



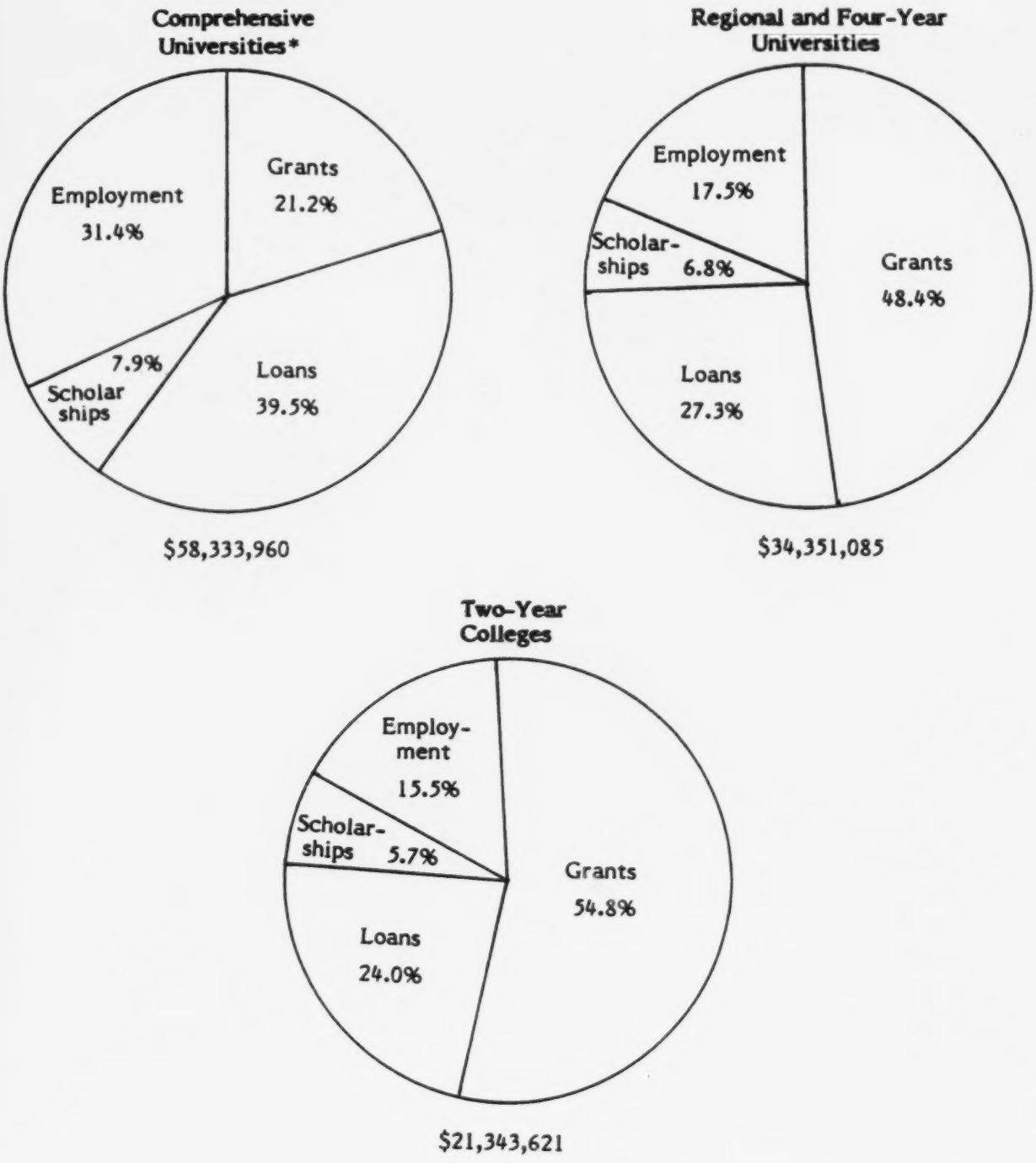


Source: OCR 10,000 B3

*Includes professional schools

FIGURE 6

THE DISTRIBUTION OF DOLLAR AMOUNTS OF FINANCIAL AID BY CATEGORY OF AID WITHIN EACH TYPE OF PUBLIC INSTITUTION IN 1983-84

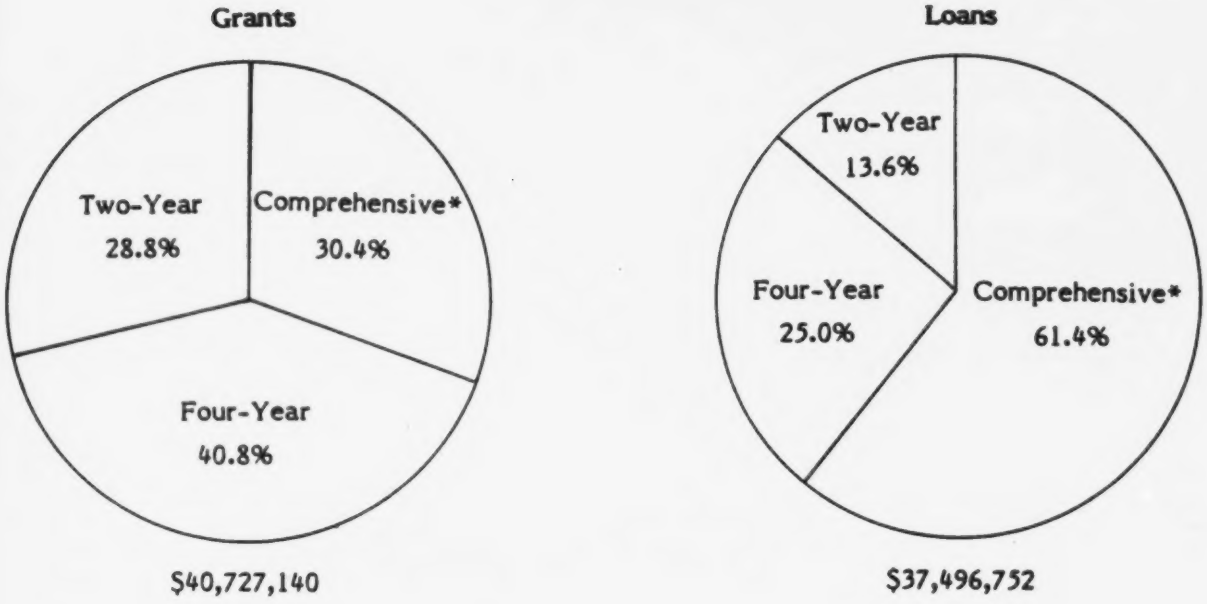


Source: OCR 10,000 B3

*Includes professional schools

FIGURE 7

THE DISTRIBUTION OF DOLLAR AMOUNTS OF FINANCIAL AID WITHIN CATEGORY OF AID, BY TYPE OF PUBLIC INSTITUTION IN 1983-84



Source: OCR 10,000 B3

*Includes professional schools

TABLE 2

AWARDS AND DOLLAR AMOUNT PER UNDUPLICATED RECIPIENT BY TYPE OF PUBLIC INSTITUTION IN 1983-84

	Average Dollar Amt. per Unduplicated Recipient	Average No. of Awards per Unduplicated Recipient
Comprehensive Universities*	$2686	1.95
Regional and Four-Year Universities	$1501	1.94
Two-Year Institutions	$ 539	1.86
State System	$1730	1.92

*Includes Professional Schools

Source: OCR 10,000 B3

TABLE 3

AWARDS AND DOLLAR AMOUNT PER FULL-TIME EQUIVALENT STUDENT BY TYPE OF PUBLIC INSTITUTION IN 1983-84

	Average Dollar Amount per FTE	Average Number of Awards per FTE
Comprehensive Universities*	$1,336	1.02
Regional and Four-Year Universities	$ 918	1.02
Two-Year Institutions	$ 655	1.21
State System	$ 999	1.10

*Includes Professional Schools

Sources: OCR 10,000 B3 and
Student Data Report Oklahoma Higher Education 1983-84

THE PROPORTION OF STUDENTS RECEIVING AID

Figure 8 gives us the unduplicated enrollments for three twelve-month periods divided by the unduplicated recipients for each category of financial aid. This gives us the percent of individual students that actually received the aid. For example, in 1983-84, 30.5 percent of the unduplicated students in the State System received some form of financial aid. Employment was provided to 8.8 percent of the student body that year as a form of financial aid. Scholarships went to 5.5 percent and loans were given to 9.5 percent of all individuals enrolled in higher education. While grants were given to 18.9 percent.

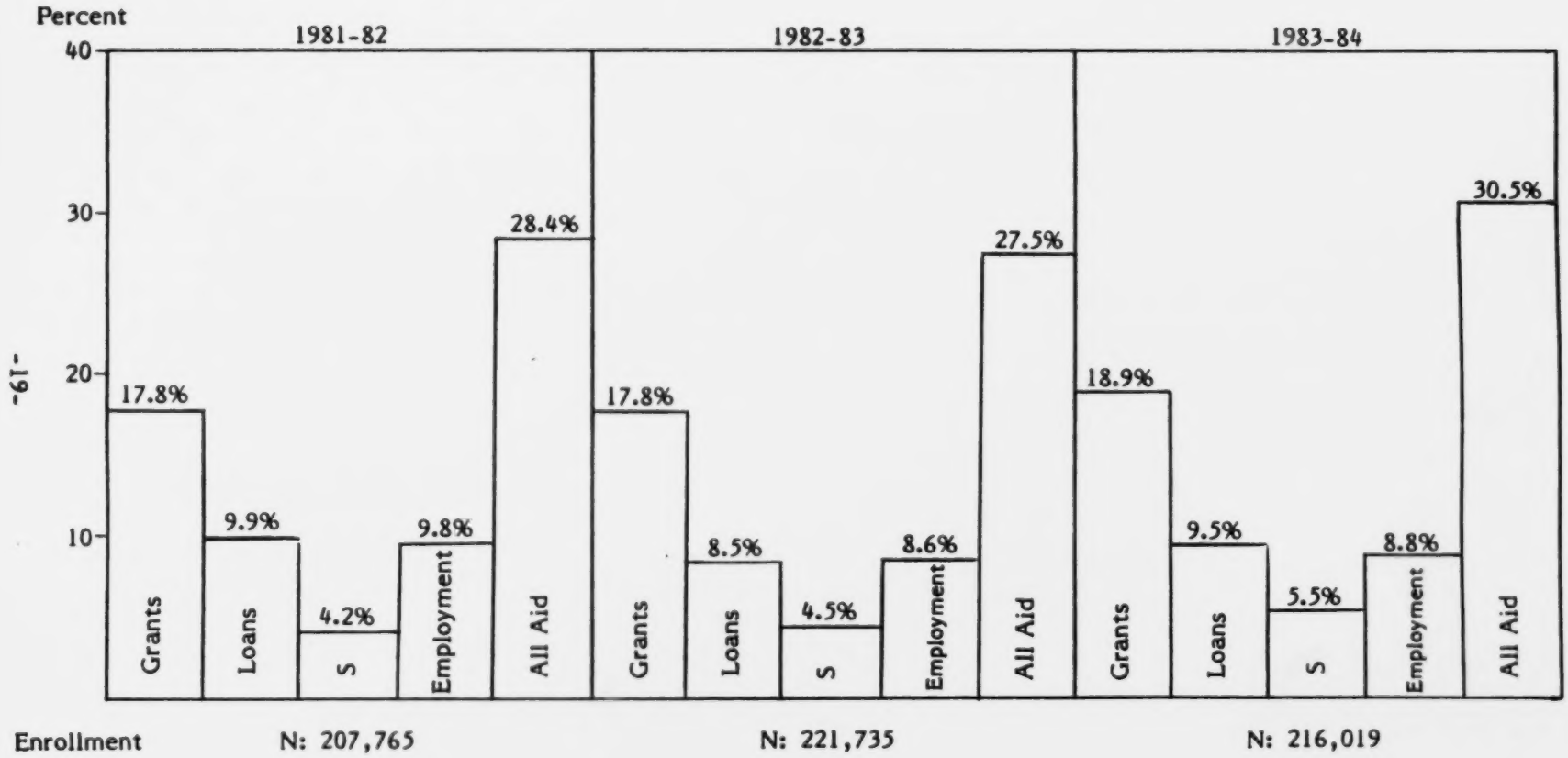
Table 4 expands the data for 1983-84 to each institution. Discounting OCOMS, which is an exclusively professional school, only four schools had more than half of their student body on financial aid at some point in the academic year. Ten schools reported less than 25 percent of their students on financial aid, and one school reported less than 10 percent. Interestingly these findings seem to contradict the general impression that everyone who is enrolled in college is on financial aid. Perhaps this is because when an institution analyzes such aid, it is not concerned as much with the impact on the individual as it is the impact on the aggregate institution.

Table 5 analyzes the financial aid data from the perspective of the institution by using the Full-Time Equivalent student as the focus. When the number of unduplicated aid recipients is divided by the FTE enrollments, the percent of "students" on financial aid increases dramatically. Now only five institutions show less than 50 percent and none are below 25 percent. As a measure of impact of financial aid upon the institution, FTE figures are more reliable. It must be remembered that FTE is a calculation, an artificial device, not individual or per capita students. FTE figures used in isolation from the previous analysis of unduplicated enrollments can lead to erroneous conclusions.

Table 6 goes further with this institutional impact analysis by calculating the average dollar amount of financial aid per FTE over the past ten years both in "current" (current to that year) dollars and "constant" (constant to 1974) dollars. The average dollar amount of financial aid going to an FTE student in 1974-75 was $412. By 1983-84 that amount had risen to $999 in current dollars, an increase of 142 percent. When the $999 is converted to the value of constant 1974-75 dollars, then the increase is from $412 to $500, or 21 percent increase over the ten-year period.

FIGURE 8

THE PERCENT OF UNDUPLICATED ENROLLMENTS RECEIVING FINANCIAL AID BY CATEGORY FOR ACADEMIC YEARS 1981-1983



Source: OCR 8,000, 9,000, and 10,000 B3 and Student Data Reports

S: Scholarships

TABLE 4

UNDUPLICATED ENROLLMENTS FOR 1983-84 IN PUBLIC INSTITUTIONS COMPARED TO UNDUPLICATED FINANCIAL AID RECIPIENTS

	Unduplicated Enrollments	Unduplicated Aid Recipients	Percent of Enrollments with Aid	Percent of Total Enrollment	Percent of Total Recipients
OU	28,107	10,089	35.9	13.0	15.3
OSU	27,966	10,227	36.6	13.0	15.5
CSU	18,363	3,836	20.9	8.5	5.8
ECOSU	5,575	3,626	65.0	2.6	5.5
NEOSU	9,565	4,796	50.1	4.4	7.3
NWOSU	2,427	795	32.8	1.1	1.2
SEOSU	5,611	2,881	51.3	2.6	4.4
SWOSU	6,263	2,266	36.2	2.9	3.4
CAMERON	8,693	2,690	30.9	4.0	4.1
LANGSTON	2,804	949	33.8	1.3	1.4
USAO	2,045	647	31.6	0.9	1.0
PANHANDLE	2,144	393	18.3	1.0	0.6
CONNORS	2,108	819	38.9	1.0	1.2
EASTERN	2,473	822	33.2	1.1	1.2
MURRAY	2,442	638	26.1	1.1	1.0
NEOAMC	3,351	1,667	49.7	1.6	2.5
NOC	2,753	785	27.5	1.3	1.2
ROGERS	4,274	523	12.2	2.0	0.8
TJC	22,688	2,804	12.4	10.5	4.3
OSU TI	5,118	438	8.6	2.4	0.7
OSU TT	4,378	3,775	86.2	2.0	5.7
OUHSC	2,738	1,153	42.1	1.3	1.7
OCOMS	246	246	100.0	0.1	0.4
WOSC	3,275	682	20.8	1.5	1.0
EL RENO	2,705	435	16.1	1.3	0.7
CAJC	3,414	1,315	38.5	1.6	2.0
SAYRE	703	141	20.1	0.3	0.2
SEMINOLE	2,569	444	17.3	1.2	0.7
ROSE	15,514	3,223	20.8	7.2	4.9
OCCC	15,705	2,694	17.2	7.3	4.1
TOTAL	216,019	65,893	30.5	100.0	100.0

Source: Student Data Report Oklahoma Higher Education and OCR 10,000 B3

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TABLE 5

FULL-TIME-EQUIVALENT ENROLLMENTS FOR 1983-84 IN PUBLIC INSTITUTIONS COMPARED TO UNDUPLICATED FINANCIAL AID RECIPIENTS

Institution	Full-Time-Equivalent Enrollments	Unduplicated Aid Recipients	Percent of FTE With Aid
OU	19,105	10,089	52.8
OSU	21,055	10,227	48.6
CSU	9,338	3,836	41.1
ECOSU	3,668	3,626	98.9
NEOSU	6,164	4,796	77.8
NWOSU	1,494	795	53.2
SEOSU	3,507	2,881	82.3
SWOSU	4,264	2,266	53.1
CAMERON	4,123	2,690	65.2
LANGSTON	1,576	949	60.2
USAO	1,012	647	63.9
PANHANDLE	1,021	393	38.5
CONNORS	1,065	819	76.9
EASTERN	1,083	822	75.9
MURRAY	967	638	66.0
NEOAMC	2,113	1,667	78.9
NOC	1,234	785	63.6
ROGERS	2,054	523	25.5
TJC	6,807	2,804	41.2
OSU TI	1,485	438	29.5
OSU TT	3,957	3,775	95.4
OUHSC	3,077	1,153	37.5
OCOMS	413	246	59.6
WOSC	1,064	682	64.1
EL RENO	833	435	52.2
CAJC	1,069	1,315	123.0
SAYRE	248	141	56.9
SEMINOLE	1,017	444	43.7
ROSE	5,514	3,223	58.5
OCCC	3,832	2,694	70.3
TOTAL	114,161	65,893	57.7

TABLE 6

AVERAGE DOLLAR AMOUNT OF FINANCIAL AID PER FULL-TIME-EQUIVALENT STUDENT IN PUBLIC INSTITUTIONS

Year	Full Year FTE*	Dollar Amt. of Financial Aid**	Average Current Dollars per FTE	Average Constant Dollars per FTE
1974-75	94,925	$ 39,147,573	$412	$412
1975-76	105,833	$ 51,738,444	$489	$450
1976-77	106,035	$ 62,101,076	$586	$510
1977-78	105,898	$ 68,098,453	$643	$521
1978-79	102,806	$ 67,175,241	$653	$496
1979-80	105,477	$ 78,852,679	$748	$509
1980-81	110,792	$ 95,306,513	$860	$516
1981-82	111,454	$101,728,068	$913	$493
1982-83***	114,187	$ 98,362,213	$861	$439
1983-84***	114,161	$114,028,666	$999	$500

*Source: Enrollments in Oklahoma Higher Education

**OCR Thousand B3 Series

***Student Data Report Oklahoma Higher Education

THE CHANGES IN FINANCIAL AID OVER TEN YEARS

Figures 9 through 18, exclusive of Figure 13, are all constructed from identical base data in the same scale, in order that direct cross comparisons may be made.

Figure 9 presents the basic relationships between the three data elements found on the B3 series: the dollar amount of financial aid, the number of financial aid awards, and the number of unduplicated recipients. It is obvious, examining Figure 9, that the amount of financial aid has increased over the ten-year period. It is also obvious that it has increased unevenly for each of the three elements.

In 1974-75 there were 41,510 unduplicated financial aid recipients reported by public institutions. By 1983-84 this number had increased to 65,893 or by 59 percent. During the same time-period, the overall student enrollment in these same institutions increased by 40 percent. Thus the number of students actually receiving financial aid grew half again as fast as the student body.

The number of awards also increased from 69,926 in 1974-75, or a ratio of 1.7 awards per unduplicated student, to 126,412 in 1983-84, or a ratio of 1.9 awards per unduplicated student. This is an increase of 81 percent in the number of awards over the ten-year period.

Dollar-wise, the amount of all financial aid reported by public institutions rose from $40,710,464 in 1974-75 to $114,028,666. This is a phenomenal rise of 180 percent over the ten-year period. Figure 10 examines this increase, the dollar amount of financial aid, in light of two other economic factors: the rise in cost as reflected by the dollars paid in student fees, and the rate of inflation. Over the ten-year period as the dollar amount increased by 180 percent, the amount of dollars paid into student fees increased by 78 percent and the rate of inflation increased by 101 percent. It therefore appears that real gains were made in the number of dollars available to financial aid. If, however, the factor of "constant" 1974 dollars, as discussed previously, is applied to this analysis, the 1983-84 $114,028,666 roughly equals $57,014,333 in 1974 dollars. In that case, the actual purchasing power of the increased financial aid dollar has only

risen by 40 percent as compared to the 180 percent increase in "current" dollars.

Figure 11 through 15 examine the relationships of the increase over the past ten years for each element within each category of financial aid. Figures 16 through 18 present the same data, but in the reverse, by category within each element. Loans, as depicted in Figure 12, have the largest spread between the increase in recipients and increase in dollar amounts. Loans are followed by grants, employment, and scholarships. The spread between these two elements of the loans category is 197 percentage points, almost twice as much as might be expected due to inflation. For grants, the spread is 121 percentage points. For scholarships the spread is below the rate of inflation, indicating possible actual losses in value, and for employment the spread is right at the rate of inflation, indicating a static situation. Given the one-third share of loans' contribution to total financial aid, the increase shown in Figure 12 explains a major portion of the overall real increase in financial aid. But with loans comes debt and Figure 13 uses the B3 reports to calculate a probable average debt based on escalating loan volume and extended amounts per loan per individual. It is possible under these calculations that a student who started college in 1976 and took out an average loan each year for eight years will have a $10,870 debt upon completion of his or her graduate studies. Even though less than 10 percent of the students in any academic year have loans, loan recipients are more likely to be at the upper division, graduate, or professional levels. Thus, loans impact upon an important sector of higher education enrollments as does the subsequent loan debt.

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FIGURE 9

The Increase in All Financial Aid by Element
From 1974-75 to 1983-84 for Public Institutions

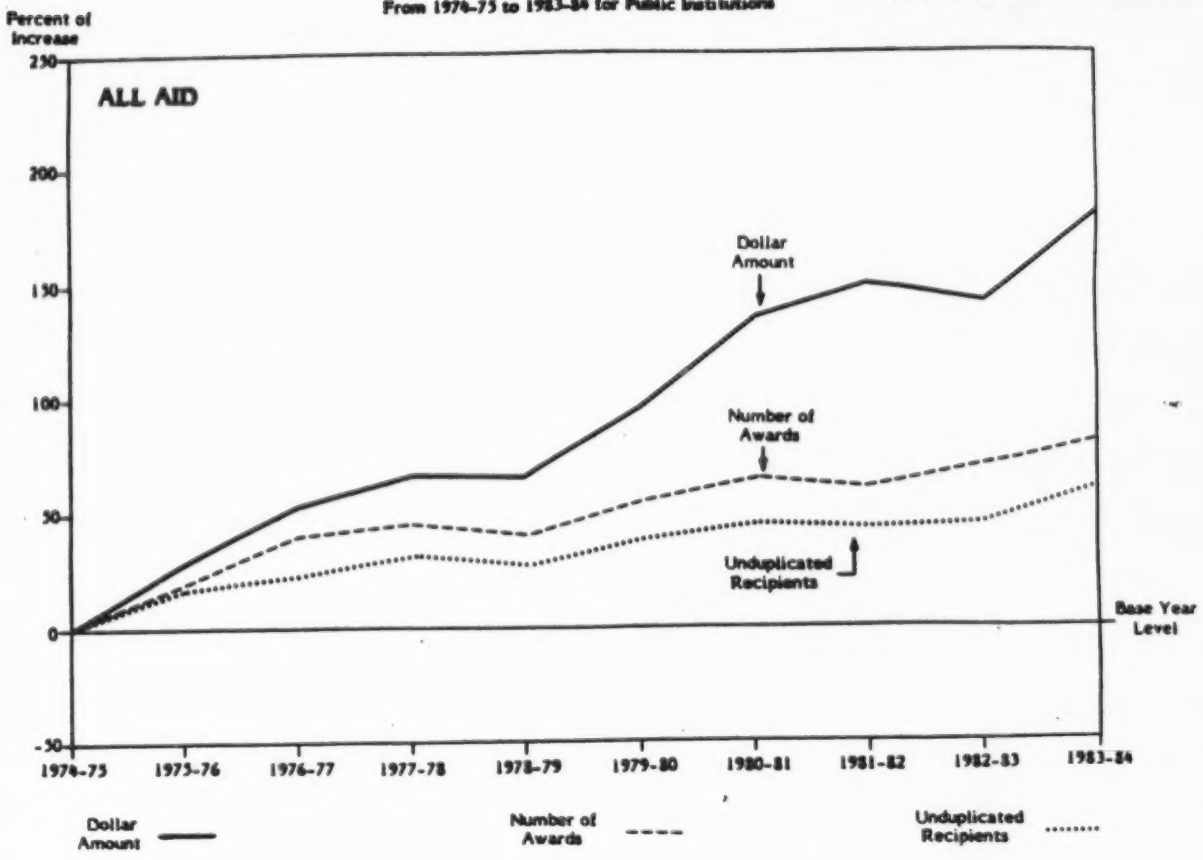

FIGURE 10

The Increase in the Dollar Amount of Financial Aid at Public Institutions
Compared to Inflation and Student Fee Increases

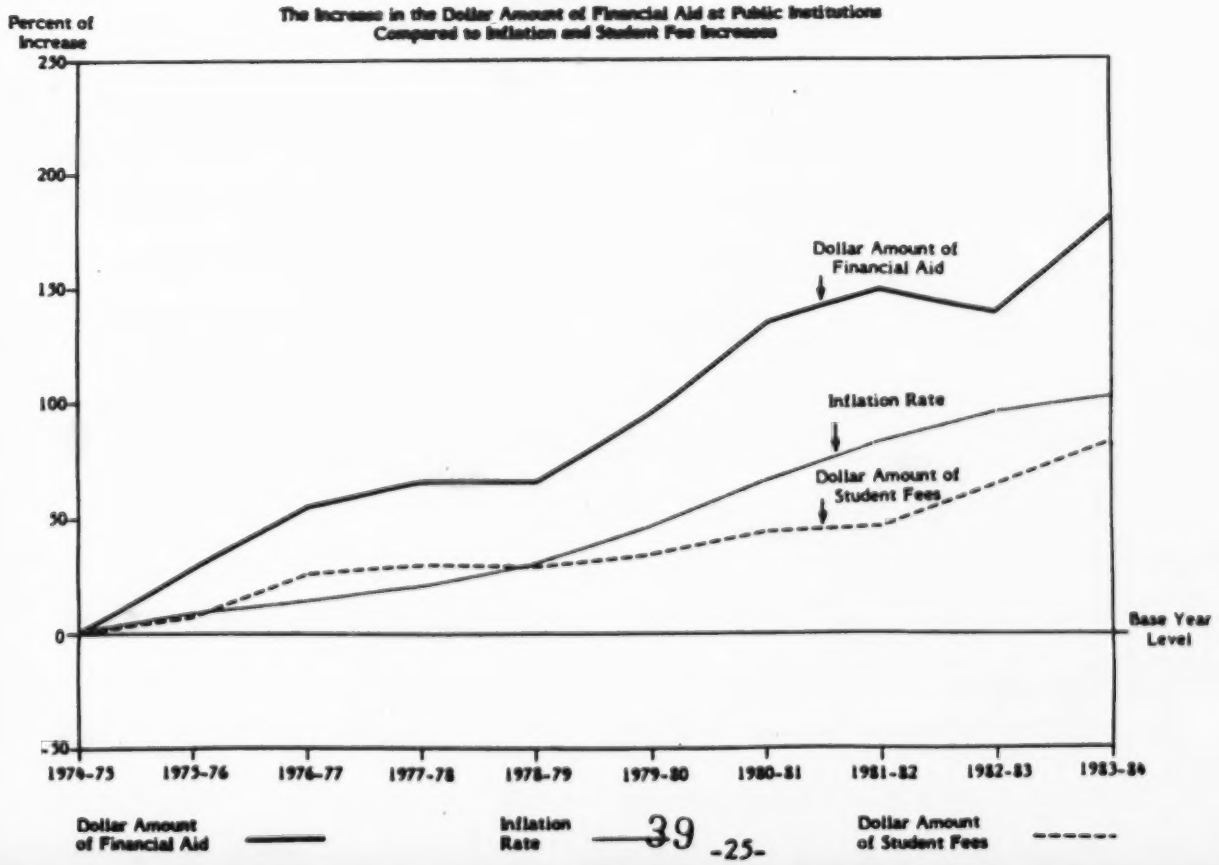

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FIGURE 11

The Increase in Grants by Element
From 1974-75 to 1983-84 at Public Institutions

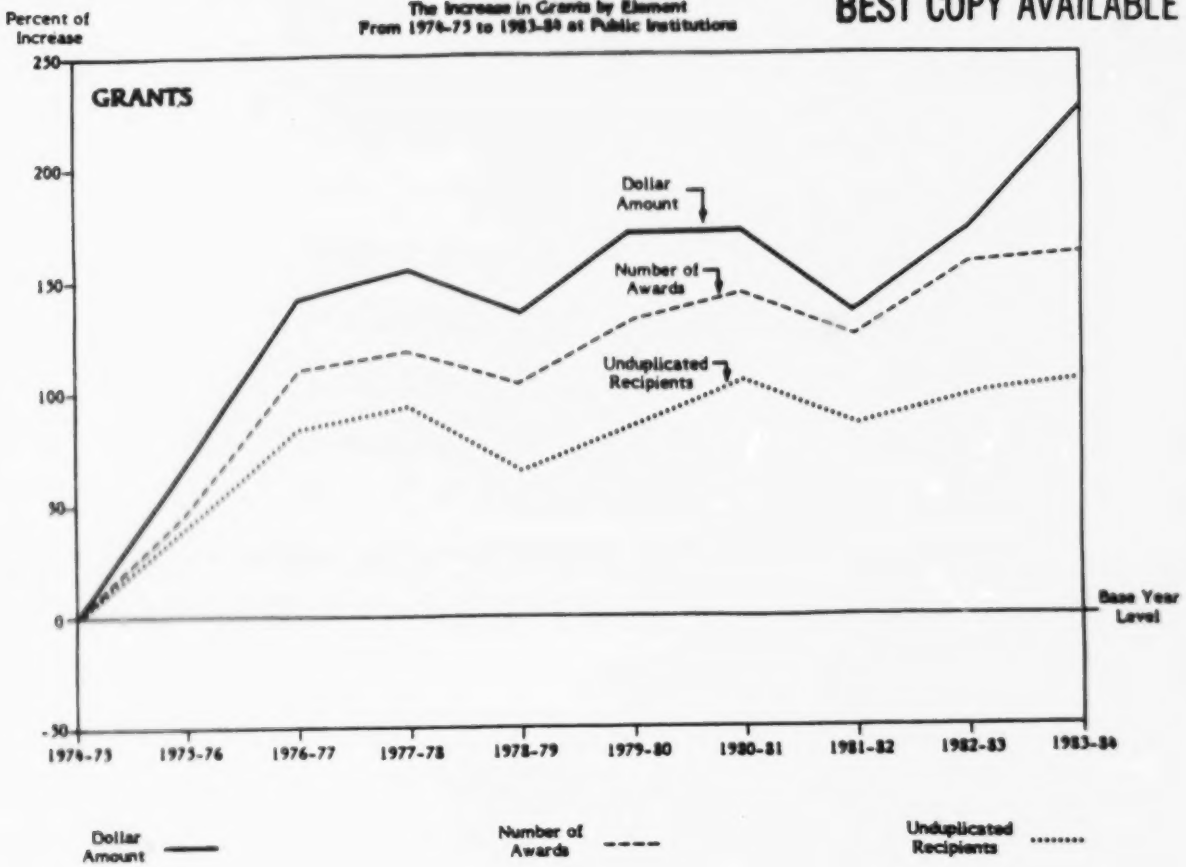

FIGURE 12

The Increase in Loans by Element
From 1974-75 to 1983-84 at Public Institutions

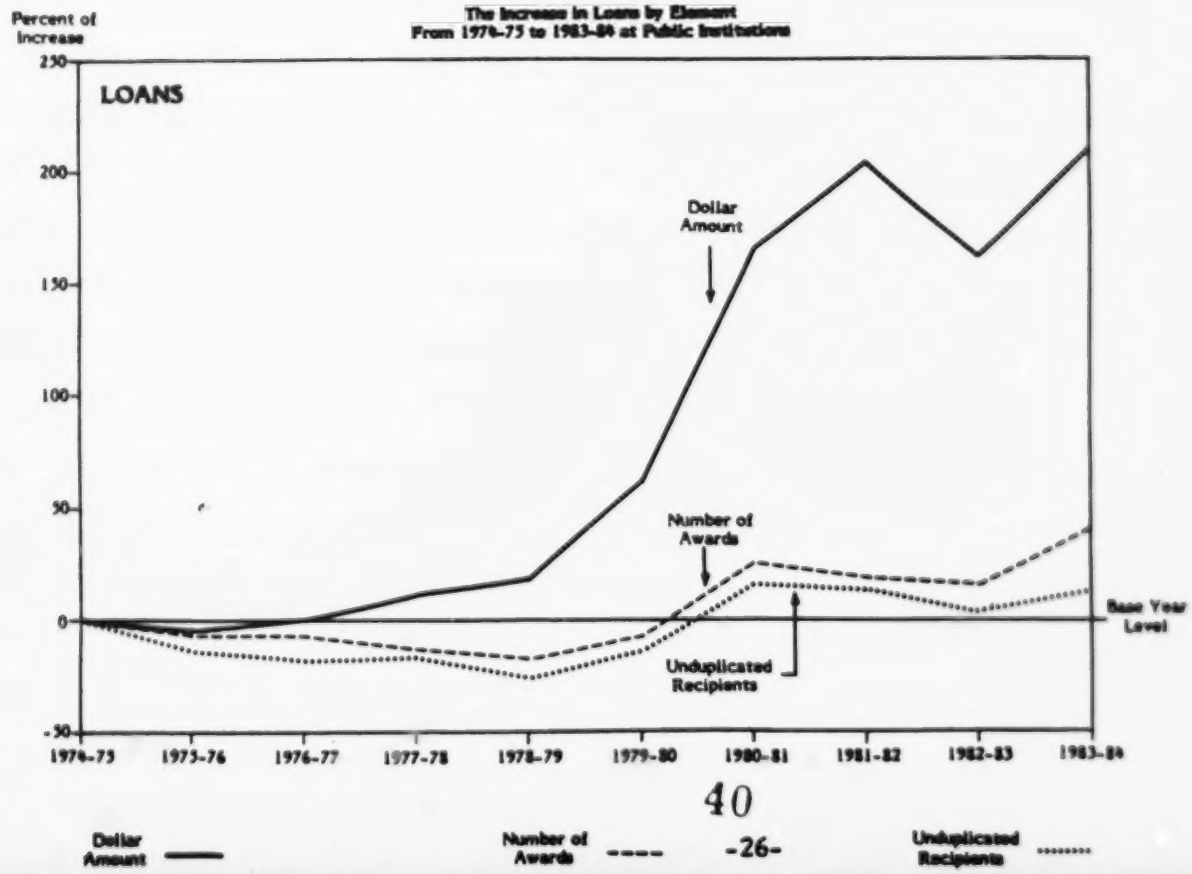

FIGURE 13

THE AVERAGE LOAN DEBT OF STUDENTS
BY NUMBER OF YEARS OF LOANS

Year	Average Dollar Amount Of Loans Per Unduplicated Recipient	The Average Loan Debt After The Number of Years of Loans			
		Two Yrs.	Four Yrs.	Six Yrs.	Eight Yrs.
1984	1,833	3,530	6,842	9,158	10,870
1983	1,697	3,491	6,270	8,224	9,775
1982	1,794	3,312	5,628	7,340	8,739
1981	1,518	2,779	4,733	6,284	
1980	1,261	2,316	4,028	5,427	
1979	1,055	1,954	3,505		
1978	899	1,712	3,111		
1977	813	1,551			
1976	738	1,399			
1975	661				

Source: OCR Thousand Series B3

FIGURE 14

The Increase in Scholarships by Element
From 1974-75 to 1983-84 at Public Institutions

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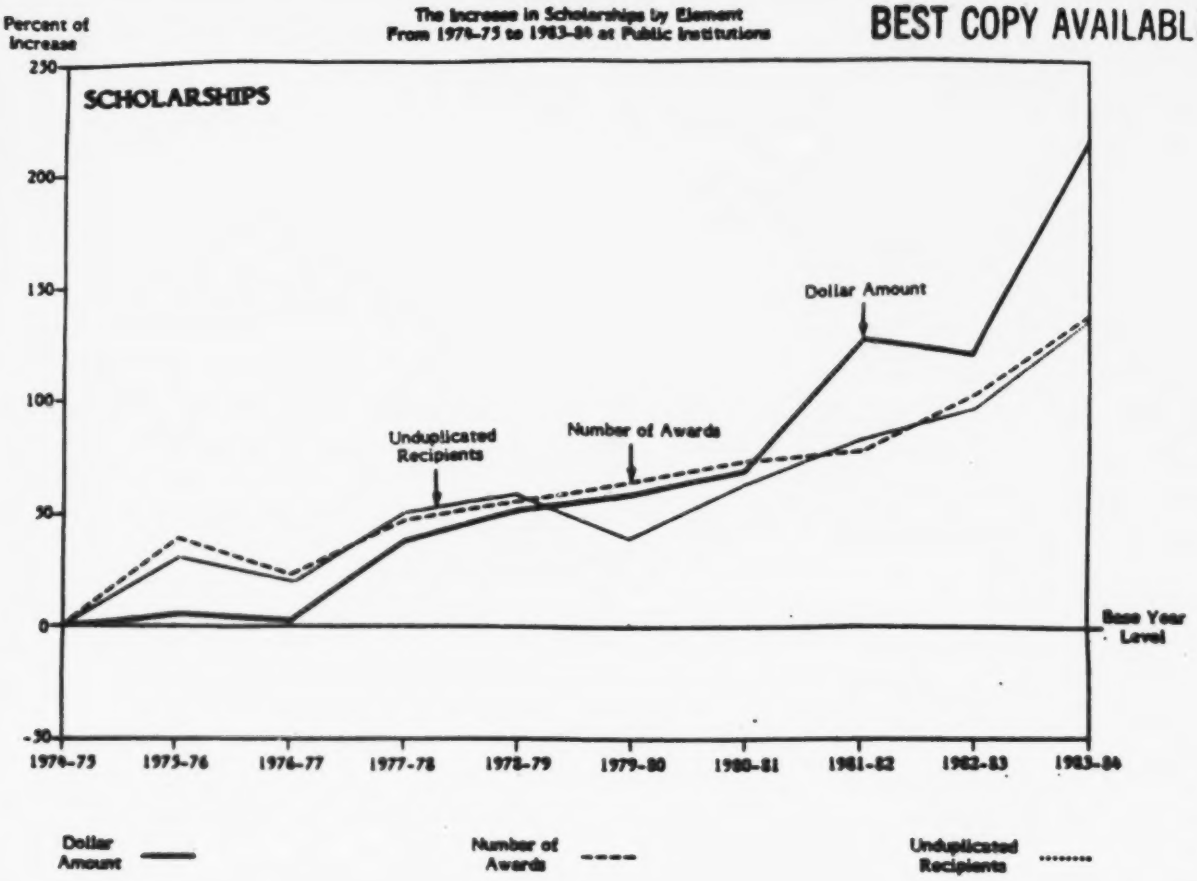

FIGURE 15

The Increase in Student Employment by Element
From 1974-75 Through 1983-84 at Public Institutions

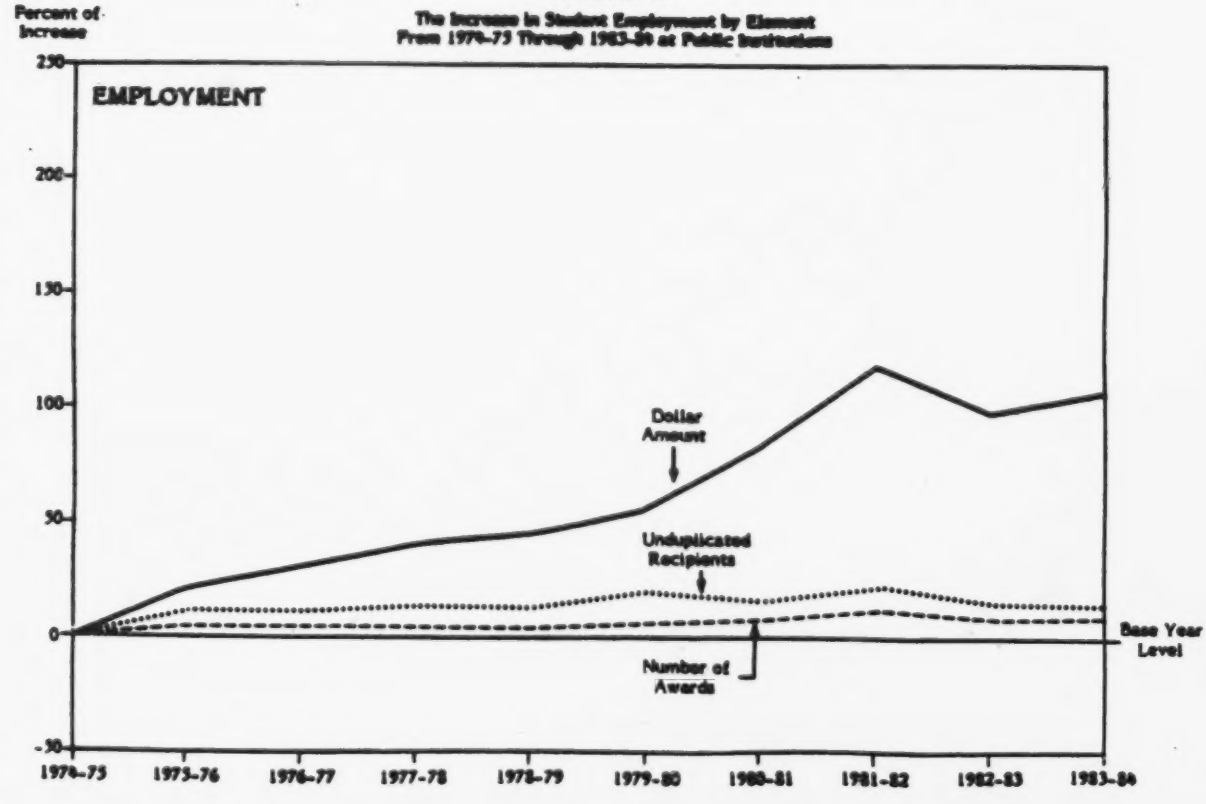

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FIGURE 16

The Increase in Financial Aid by Dollar Amount
by Category from 1974-75 Through 1983-84 at Public Institutions

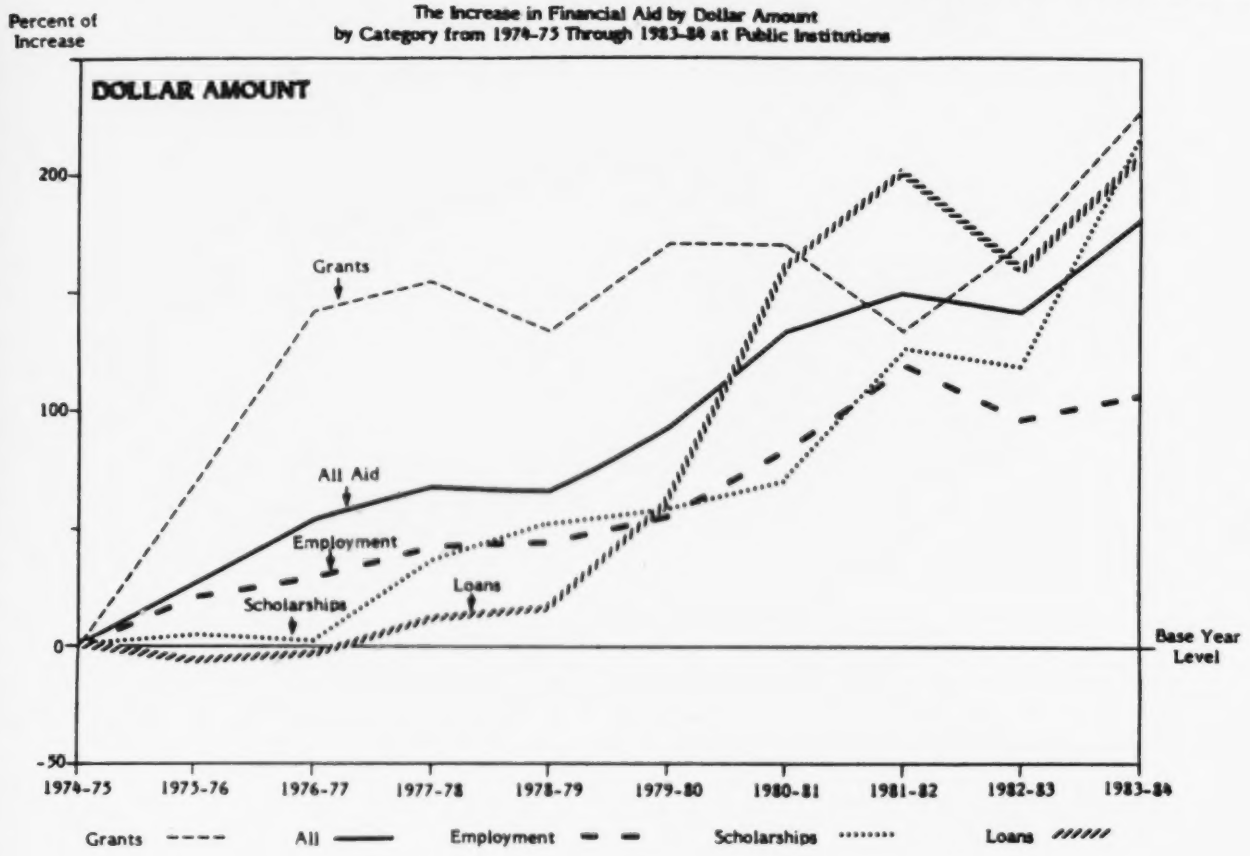


FIGURE 17

The Increase in Number of Financial Aid Awards by Category
1974-75 Through 1983-84 at Public Institutions

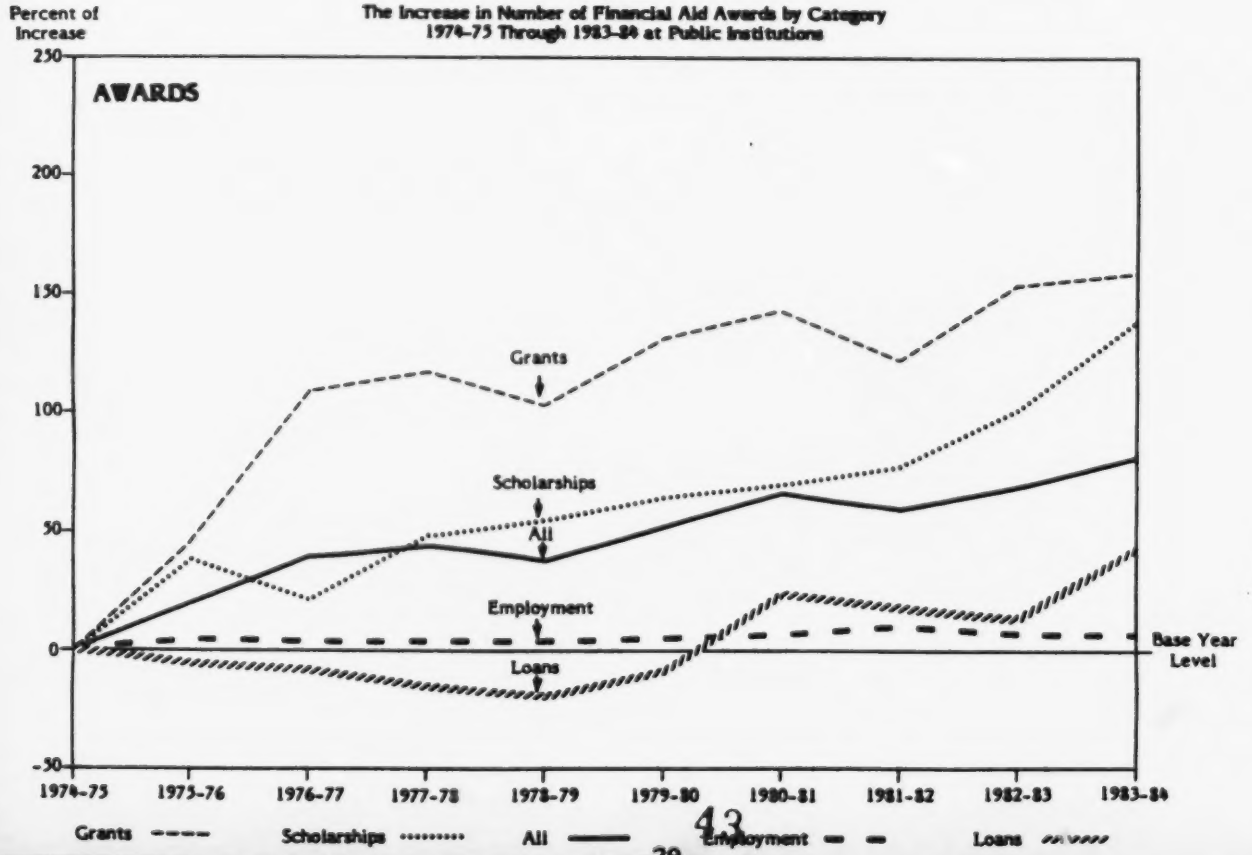
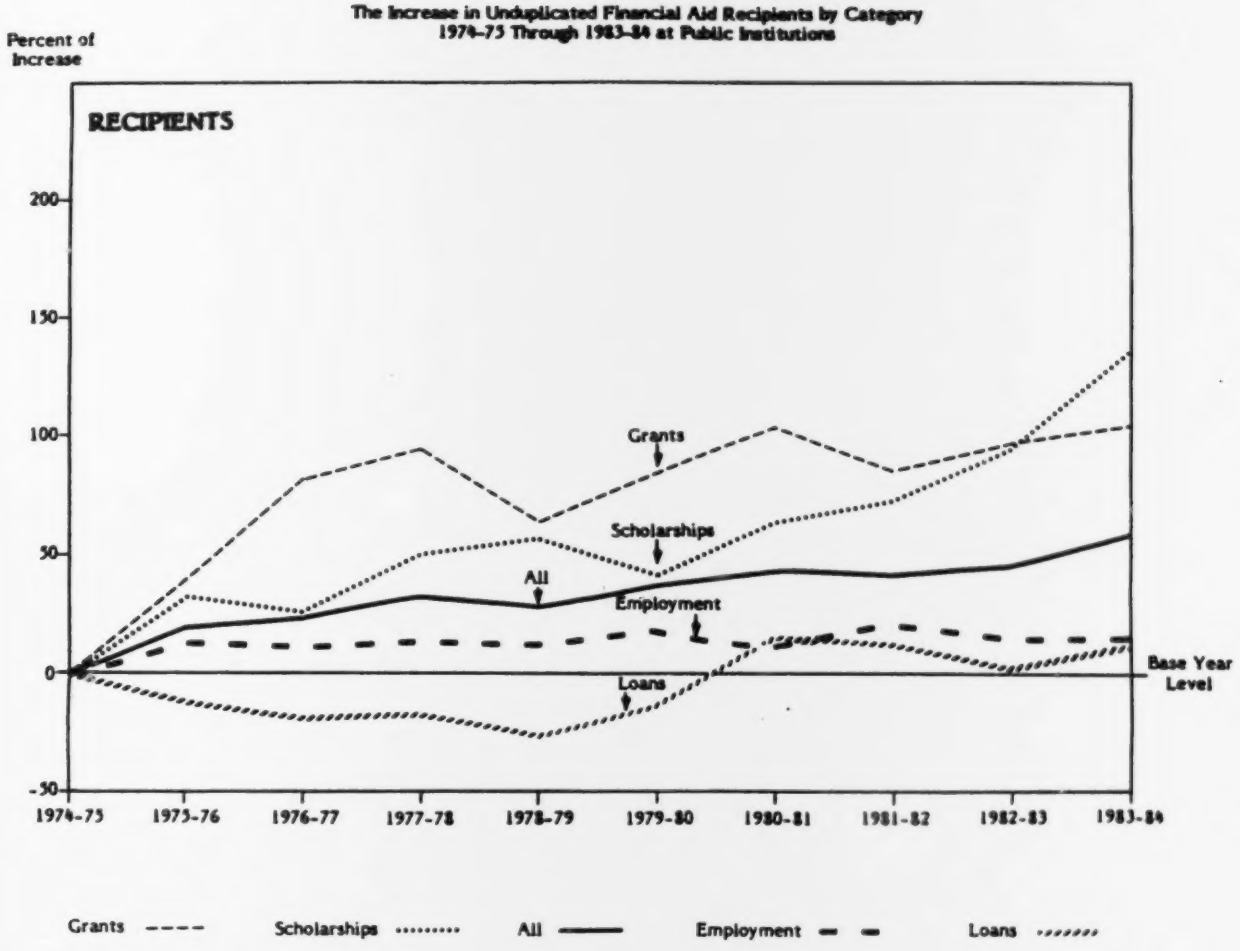


FIGURE 18

The Increase in Unduplicated Financial Aid Recipients by Category
1974-75 Through 1983-84 at Public Institutions



DISTRIBUTION OF FINANCIAL AID BY RACE

Analyzing Tables 7 and 8 in conjunction with one another, 6.4 percent of the student body at public institutions was Black in fall 1983, and in 1983-84, 11.7 percent of the unduplicated recipients of financial aid were Black. For Native Americans, the same percentages were 3.6 percent compared to 6.2 percent. For Asians, they were 1.5 percent and 3.3 percent. For Hispanics, they were 1.1 percent and 1.2 percent. In each instance the percentage participation of each minority as recipients of financial aid exceeded their percentage participation in the student body. This also held true for the percentage participation in the total dollar amounts. Minorities as a group, and each minority sub-group, received financial aid at rates above parity to their student population participation.

In 1974-75, 11.3 percent of the unduplicated recipients were Black, 6.9 percent were Native American, 2.9 percent were Asian, and 0.6 percent were Hispanic. Except for the Hispanic percentage which doubled, minorities as financial aid recipients held the relatively same proportion of financial aid in 1983-84 as in 1974-75.

Figure 19 distributes the crucial aid dollars by race within each financial aid category. Blacks remain above parity for each category while other minorities may dip below parity depending on the aid category.

As Table 9 indicates, the dollars amount per aid recipient has increased almost steadily for each minority group for the past ten years. There have been shifts in the distribution of the total monies among racial groups during that period. In 1974-75, individual Native American financial aid recipients were receiving an equivalent of 145 percent of the average dollar amount for all recipients, followed by Asians with 122 percent, Hispanics with 94 percent, Blacks with 93 percent and Whites with 90 percent. By 1983-84 the range of differences between the averages had narrowed but the places shifted only for Blacks and Whites. Native Americans were still first with 112 percent of the average for all, followed by Asians with 104 percent, Hispanics with 101 percent,

Whites with 100 percent and Blacks with 94 percent. As Table 10 suggests, for that year, most of the White increase may be due to their participation rates in the loan programs. Whereas all other racial groups statistically shied away from participation in student loans, dollarwise Whites are the greatest users. That, of course, means a larger educational debt for that group over time.

TABLE 7

SUMMARY OF FINANCIAL AID EXTENDED TO STUDENTS IN THE STATE SYSTEM DURING 1983-84 BY MAJOR CATEGORY AND RACE AT PUBLIC INSTITUTIONS

Category	Black		Native American		Asian		Hispanic		White		All	
	Recipients	%	Recipients	%	Recipients	%	Recipients	%	Recipients	%	Recipients	%
Grants*	5,570	13.6	3,269	8.0	1,304	3.2	473	1.2	30,270	74.0	40,886	100.0
Loans*	2,468	12.1	970	4.7	890	4.4	249	1.2	15,882	77.6	20,459	100.0
Scholarships*	1,261	10.7	521	4.4	74	0.6	147	1.2	9,800	83.0	11,803	100.0
Student Employment*	2,243	11.8	716	3.8	647	3.4	250	1.3	15,098	79.7	18,954	100.0
Total Unduplicated Recipients	7,720	11.7	4,057	6.2	2,160	3.3	768	1.2	51,188	77.7	65,893	100.0
Total Dollars	$12,528,587	11.0	$7,831,230	6.9	$3,902,253	3.4	$1,336,070	1.2	$88,430,526	77.6	$114,028,666	100.0

Source: OCR 10,000 B3 Financial Aid to Students in Institutions of Higher Education

*Unduplicated recipients within the category

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TABLE 8

PERCENTAGE OF STUDENT ENROLLMENT FOR FALL 1983 BY RACE WITHIN THE INSTITUTION

	Nonresident Alien	Black	American Indian	Asian	Hispanic	White	Total
University of Oklahoma	6.2	3.9	2.4	1.4	1.0	85.1	100.0
Oklahoma State University	8.1	2.7	1.8	1.1	0.7	85.5	100.0
Central State University	6.0	8.6	1.5	1.5	0.8	81.5	100.0
East Central Oklahoma State University	0.4	4.6	5.8	0.3	0.6	88.4	100.0
Northeastern Oklahoma State University	0.8	5.8	15.5	0.2	0.7	76.9	100.0
Northwestern Oklahoma State University	2.4	2.4	1.0	0.2	0.4	93.6	100.0
Southeastern Oklahoma State University	6.6	3.6	6.5	4.6	0.7	78.0	100.0
Southwestern Oklahoma State University	2.2	2.8	2.6	0.6	0.8	91.0	100.0
Cameron University	0.4	15.5	3.4	2.0	3.7	74.9	100.0
Langston University	13.9	50.0	1.0	1.2	0.4	33.5	100.0
University of Science & Arts of Oklahoma	4.5	4.7	7.8	1.0	1.2	80.8	100.0
Oklahoma Panhandle State University	0.9	4.2	1.2	0.6	3.2	89.9	100.0
Connors State College	0.0	10.6	6.0	1.3	0.4	81.7	100.0
Eastern Oklahoma State College	0.6	5.5	6.5	0.1	0.4	86.8	100.0
Murray State College	0.1	4.1	5.6	0.0	0.3	89.8	100.0
Northeastern Oklahoma A&M College	2.7	5.1	5.5	0.1	0.3	86.3	100.0
Northern Oklahoma College	1.6	1.4	2.9	0.5	0.5	93.1	100.0
Rogers State College	14.6	2.3	8.1	2.7	0.8	71.6	100.0
Tulsa Junior College	0.0	6.7	2.1	1.0	1.0	89.1	100.0
OSU Technical Institute	0.5	5.1	1.4	2.7	1.2	89.0	100.0
OSU School of Technical Training	1.2	11.3	12.1	3.0	0.7	71.7	100.0
OU Health Sciences Center	3.6	4.6	2.7	1.9	1.5	85.7	100.0
Okla. College of Osteo. Medicine & Surgery	0.0	2.0	4.5	3.3	1.2	89.0	100.0
Western Oklahoma State College	0.1	6.6	1.8	1.0	4.8	85.7	100.0
El Reno Junior College	4.1	3.0	2.1	0.3	2.2	88.4	100.0
Carl Albert Junior College	2.1	3.6	7.2	0.0	0.4	86.7	100.0
Sayre Junior College	0.0	0.3	1.3	0.8	2.2	95.4	100.0
Seminole Junior College	0.9	4.9	6.7	0.3	0.5	86.8	100.0
Rose State College	2.5	13.7	2.5	2.5	1.8	77.0	100.0
Oklahoma City Community College	1.8	3.9	2.0	3.8	1.5	86.9	100.0
STATE TOTAL	4.1	6.4	3.6	1.5	1.1	83.3	100.0

Source: OE 2300-2.3 Fall 1983

TABLE 9

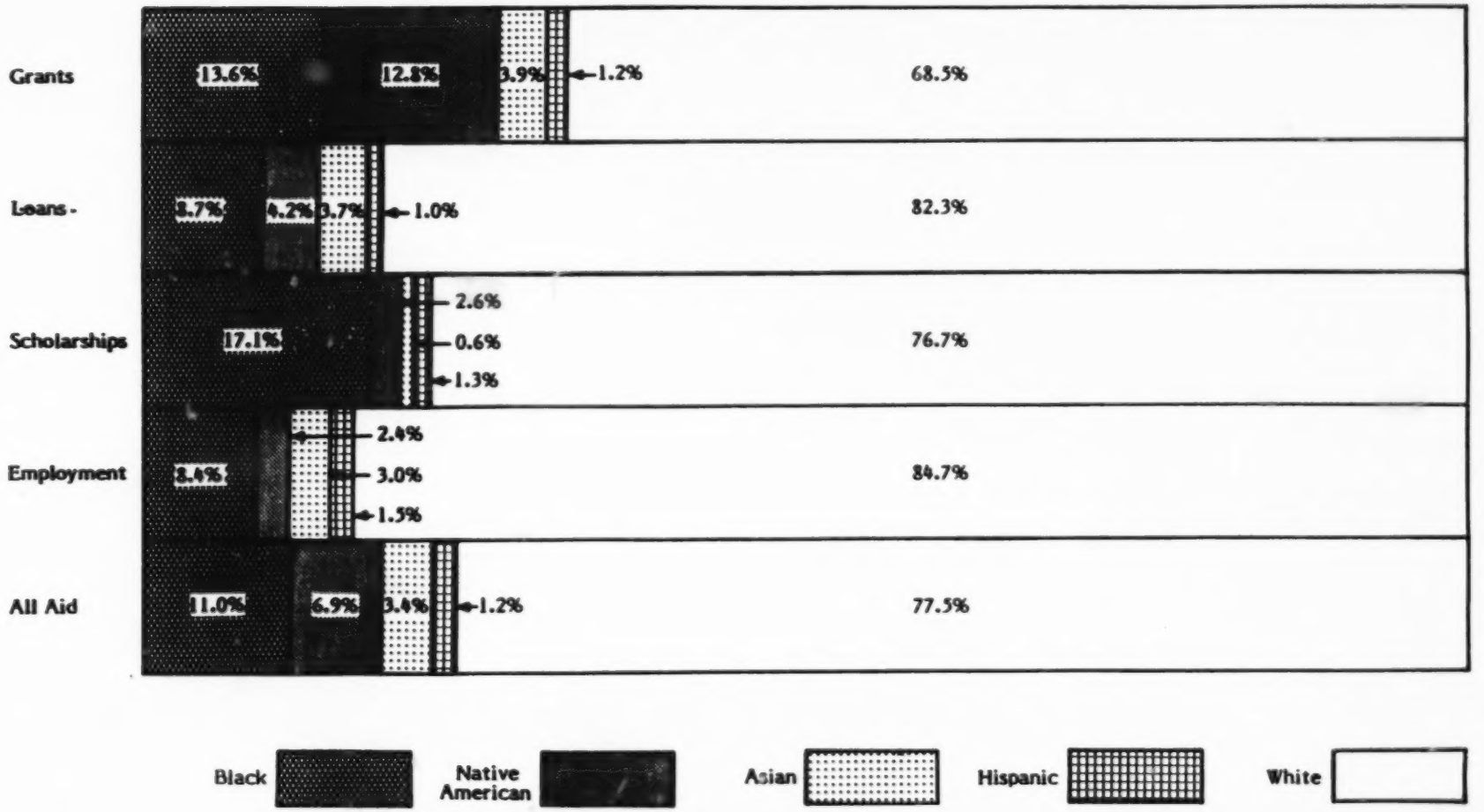
A TEN-YEAR HISTORY OF THE AVERAGE DOLLAR AMOUNT OF FINANCIAL AID
PER UNDUPLICATED RECIPIENT BY RACE AT PUBLIC INSTITUTIONS

YEAR	BLACK Average Amount	NATIVE AMERICAN Average Amount	ASIAN Average Amount	HISPANIC Average Amount	WHITE Average Amount	AVERAGE OF TOTAL
1983-84	1622.87	1930.30	1806.60	1739.67	1733.42	1730.51
1982-83	1542.89	1777.92	1673.25	1659.61	1609.18	1613.63
1981-82	1511.79	1786.71	2104.90	1826.95	1728.92	1721.84
1980-81	1488.15	1841.07	2236.02	1559.13	1591.64	1606.35
1979-80	1376.39	1532.56	2014.99	1443.45	1364.73	1389.91
1978-79	1297.67	1530.28	1845.99	1320.57	1228.92	1272.86
1977-78	1273.12	1713.34	1773.69	1269.03	1192.89	1248.44
1976-77	1219.88	1589.61	1686.43	1237.52	1183.61	1230.99
1975-76	1032.75	1581.21	1692.63	1073.67	982.54	1046.26
1974-75	914.98	1426.12	1192.66	917.01	880.18	980.74

SOURCE: OCR 1,000 B3 through 10,000 B3

FIGURE 19

THE DISTRIBUTION OF THE DOLLAR AMOUNT OF FINANCIAL AID BY CATEGORY AND RACE 1983-84



Source: OCR 10,000 B3

TABLE 10

AVERAGE DOLLAR AMOUNT OF FINANCIAL AID
PER UNDUPLICATED RECIPIENT AT PUBLIC INSTITUTIONS
BY RACE AND CATEGORY FOR 1983-84

Category	Black		Native American		Asian		Hispanic		White		All
	Dollar Amt.	%*	Dollar Amt.	%*	Dollar Amt.	%*	Dollar Amt.	%*	Dollar Amt.	%*	Dollar Amt.
Grants	$996	100.1	$1,592	159.6	$1,238	124.3	$976	98.0	$922	92.5	$996
Loans	$1,317	71.9	$1,656	90.4	$1,561	85.2	$1,576	86.0	$1,943	106.0	$1,833
Scholarships	$1,111	160.4	$663	95.8	$655	94.5	$747	107.8	$640	92.4	$693
Employment	$1,038	71.2	$940	64.5	$1,313	90.1	$1,488	102.1	$1,550	106.4	$1,458
All Categories	$1,623	93.8	$1,930	111.5	$1,807	104.4	$1,740	100.5	$1,733	100.1	$1,731

Source: OCR 10,000 B3 Financial Aid to Students in Institutions of Higher Education

* Percent equivalent of dollar amount for all races

THE DISTRIBUTION OF FINANCIAL AID BETWEEN MEN AND WOMEN

As Table 11 below shows, women passed the 50 percent participation level as students in public institutions of higher education in fall 1980. As Figure 20 shows, women have yet to cross the 50 percent level for total financial aid. In 1974-75 women participated in financial aid at a rate of 44.1 percent, which was greater than their percentage of the student body at 41.2 percent. By 1978-79 their participation in financial aid became less than their percentage enrollment. Although both had grown during that period, enrollment growth exceeded the growth of financial aid. By 1983-84 women were receiving financial aid at nine-tenths their rate of participation in the student population.

TABLE 11

Percentage Enrollment of Women in Fall Semester

Year	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
Percent	41.2	40.8	43.8	46.2	47.5	49.1	50.3	50.9	50.7	50.9

Figure 21 shows the ten-year history of the participation of women in financial aid by category of aid. Women are strongest in the area of grants, then loans, and employment. The weakest category by far for women is scholarships, although their percentage is steadily improving. This category is probably influenced strongly by athletic scholarships which historically have been given more frequently to men.

FIGURE 20

THE DISTRIBUTION OF FINANCIAL AID
AMONG MEN AND WOMEN IN PUBLIC INSTITUTIONS

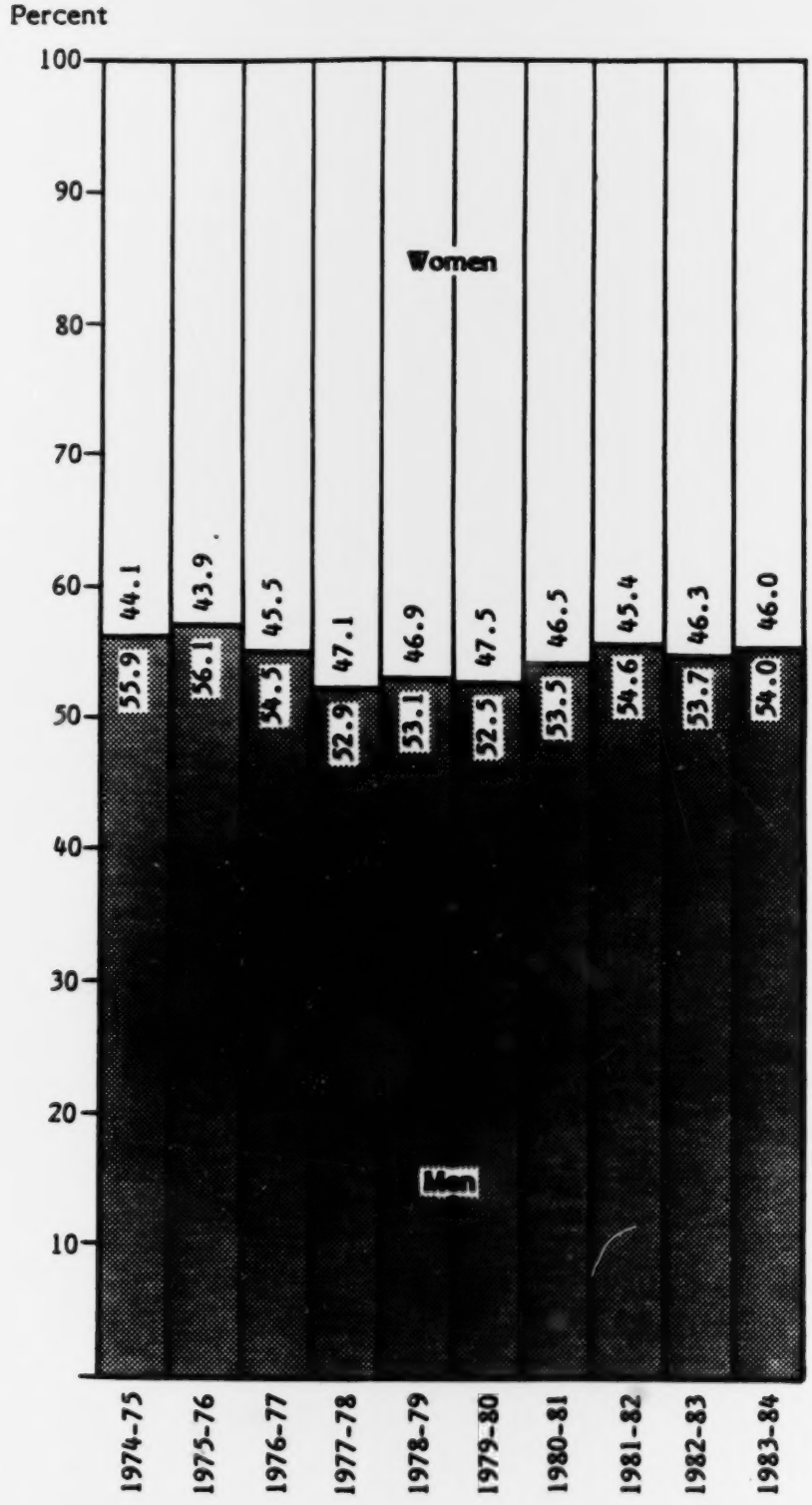


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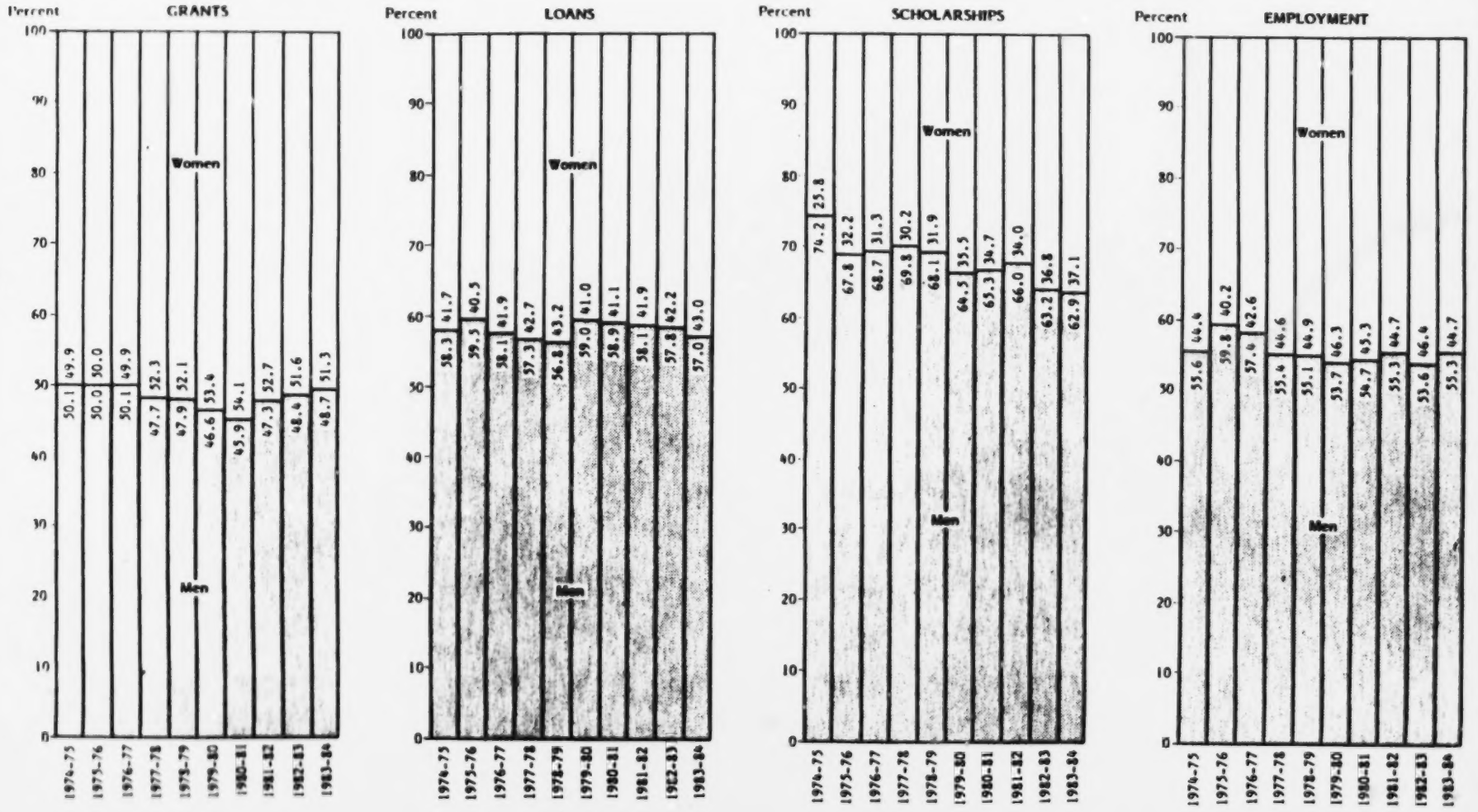
FIGURE 21

THE DISTRIBUTION OF FINANCIAL AID AMONG MEN AND WOMEN IN PUBLIC INSTITUTIONS BY CATEGORY



SUMMARY AND CONCLUSIONS

This report has presented information and data about financial aid at colleges and universities of the State System for the ten-year period 1974-75 through 1983-84. For that decade, the report shows the distribution of financial aid dollars by category of aid (grants, scholarships, employment, loans) and presents a series of tables and graphs to show the changes which have taken place by category of aid and by type of recipient. The paragraphs to follow will summarize the most important facts contained in the report. Later in this chapter, conclusions will be drawn concerning the possible meaning of the facts as they bear upon the future of financial aid in Oklahoma public higher education.

Summary

1. The dollar value of financial aid provided students at colleges and universities of the State System rose from $40,710,464 in 1974-75 to $114,028,666 in 1983-84, a percentage increase of 180 percent for the ten-year period. In that the inflation rate between 1974-75 and 1983-84 was a convenient 101 percent, 1983-84 dollars can be divided by two to get at the constant-dollar value of that year's total. Even so, there was a constant-dollar increase of 40 percent in financial aid between 1974-75 and 1983-84.

2. By category of financial aid, grants and loans constituted the two most important elements of financial aid in 1983-84. Grants accounted for 35.3 percent of the financial aid dollars in that year, followed by loans with 32.9 percent of the total, employment with 24.2 percent, and scholarships with 7.4 percent.

3. Employment is considerably less important today than ten years ago as an element of financial aid, and grants are considerably more important

relatively. Also, loans are relatively more important today than ten years ago. In 1974-75, employment accounted for 32.9 percent of the total financial aid dollars distributed; by 1983-84, employment had dropped to 24.2 percent of the total, going from first place to third by category of aid. Meanwhile, grants moved up from second to first place during the ten years, accounting for 30.8 percent of the total in 1974-75, and jumping to 35.7 percent of the total in 1983-84. Loans as a category went up from 29.9 percent of the total in 1974-75 to 32.9 percent in 1983-84, and scholarships went from 6.4 percent in 1974-75 to 7.2 percent in 1983-84.

4. It appears that state funding of financial aid dollars has increased relatively against federal funding over the past ten years, although state and federal dollars are so intermingled in partnership programs that it is not always possible to segregate the dollars precisely. Direct federal funding fell from a high of 64.7 percent in 1975-76 to a final total of 41.8 percent in 1983-84. When blended federal/state funds are considered, the proportions go down from 61.9 percent of the total in 1974-75 to 61.3 percent of the total in 1983-84. This means that the state is assuming more responsibility today for student access than ten years ago. By source of funding category, "State and Institution" proportions of the total stayed stable over the ten years in question, and "Private" sources moved up relatively from 0.5 percent of the total to 1.2 percent. Private funds are thus not a real factor in student financial aid, except as those funds are used to endow institutional aid programs.

5. Slightly more than half—51.2 percent—of all financial aid dollars in the public sector went to students at comprehensive universities in 1983-84. This phenomenon occurred in spite of the fact that only one-third, 33.0

percent, of the unduplicated recipients and only one-third, 33.5 percent, of the awards were found at these institutions. Four-year institutions have almost an even cut by the thirds, with 30.1 percent of the dollar amount of student aid, 34.7 percent of the unduplicated recipients, and 35.2 percent of the number of awards. Two-year institutions on the other hand, with lower-cost programs and lower numbers of full-time students, have disproportionate relationships between recipients, awards, and dollar amounts. In 1983-84, two-year institutions of the State System had one-third, 32.3 percent, of the unduplicated recipients, one-third, 31.3 percent, of the number of awards, but only about one-fifth, 18.7 percent, of the dollar amount of financial aid.

6. Students at comprehensive universities rely heavily on loans and employment to finance their education, whereas students in four-year and two-year institutions rely more on grants and loans. The reliance on employment in comprehensive universities reflects graduate and teaching assistantships and the amount for loans reflects high-cost programs at the upper levels of education. In each institutional type, scholarships play a relatively minor role in educational financing, accounting for only 7.9 percent, 6.8 percent, and 5.7 percent respectively at comprehensive universities, regional and four-year universities, and two-year colleges.

7. The average amount of student financial aid per unduplicated recipient for those attending comprehensive universities in 1983-84 was $2,686, based upon an average of 1.95 awards per recipient. The comparable figures for regional and four-year universities in the same year are $1,501 and 1.94 awards per recipient. At the two-year colleges, the figures were $539 and 1.86 awards per recipient.

8. In 1983-84, approximately one-third, 30.5 percent, of the unduplicated students in the State System received some form of financial aid. Employment was provided to 8.8 percent of the student body, scholarships went to 5.5 percent, loans to 9.5 percent, and grants to 18.9 percent. However, student assistance becomes much more important when it is considered that students receiving financial assistance account for nearly three-fifths, 57.7 percent, of the enrollment workload, based on full-time-equivalent (FTE) figures.

9. The number of unduplicated financial aid recipients in the State System grew from 41,510 in 1974-75 to 65,893 in 1983-84, or 59 percent. During the same time-period, the overall student enrollment in these same institutions increased by 40 percent. Thus the number of students receiving some type of financial aid grew half again as fast as the student body.

10. Loans have become relatively more important vis-a-vis other forms of financial aid during the past decade. By category of student aid, loans show the largest spread between 1974-75 and 1983-84 between the increase in recipients and increase in dollar amount, showing a spread of 197 percentage points, almost twice as much as might be expected because of inflation. For grants, the spread was 121 percentage points—as compared with an inflation figure of 101 percent during the same period. For scholarships, the spread was below the rate of inflation, indicating possible losses in value, and for employment the spread was spread was right on the inflation figure, indicating a static situation.

11. The average amount of loan debt incurred by borrowing students has risen considerably during the past decade. A student who started college in

1976 and who took out an average loan each year for eight years will have a $10,870 debt upon completion of his or her graduate studies. Loan recipients are more likely to be at the upper division, graduate and professional levels, and since both educational and living costs for students are higher at those levels, the debt factor becomes more important for such students.

12. Minority students as a group receive financial aid at higher percentages than the student population as a whole. In 1983-84, black students constituted just 6.4 percent of the enrollment, but 11.7 percent of the unduplicated recipients of financial aid were black. For Native Americans, the comparable percentages were 3.6 percent and 6.2 percent. Asians enrolled 1.5 percent of the students, but constituted 3.3 percent of the unduplicated recipients. For Hispanics the figures were 1.1 percent and 1.2 percent.

Conclusions

It is evident from the fiscal data and trends set forth above that student financial aid is a much more important element in the financing of higher education than it was just ten years ago. It is also apparent that there have been important changes in the funding categories and sources of student financial aid, with loans and grants becoming more important and employment becoming relatively less important over time. Also, the data indicate that state governments like Oklahoma have moved into the financial aid picture more aggressively, and that the federal government may be in process of lowering its commitment in the area of financial aid. These trends raise a number of public policy questions and perhaps provide some tentative solutions for use by decision-makers at the state level. A few of the more salient questions and tentative answers relating to financial aid are treated in the numbered sections to follow:

1. Student Financial Aid is becoming such an important factor in the college-going equation that it can no longer be safely ignored or treated casually by those responsible for state-level public policy in higher education.

In 1983-84, slightly more than three in ten students enrolled in Oklahoma public higher education were recipients of one or more kinds of student financial aid, made up of scholarships, loans, employment, and grants. However, those same students were responsible for almost 60 percent of the student-credit-hours produced by the public higher education system in that year. If something untoward or unexpected happened to the financial aid operation in higher education, the State System itself would be threatened as students cut their enrollments back or dropped out of school, as institutions lost revenue from fees and tuition, and faculty and staff found themselves without students and therefore without jobs.

Although it is not envisioned that the student financial aid program currently in place will collapse and go under, it is quite possible that the enterprise could change in ways that would prove deleterious to both society and the higher education system. The financial aid program as we know it today is supported from a number of different sources: the federal government, state governments, the private sector, and colleges and universities themselves. Each of these entities has its own rationale for supporting students, and each has developed its own program somewhat in isolation from the others. At present, the federal government puts the bulk of its student assistance money into need-based grants (Pell Grants) and loans. State governments like Oklahoma are heavily into tuition-aid grants and fee-waivers. Institutions are interested in scholarships for good students and in student employment. The private sector, whose contribution to student assistance is far less than generally realized, provides scholarship money to perpetuate the names of donors and to help carry out worthy private causes. All of the entities involved in student aid seek to promote the public good and to help individual students achieve their goals. However, the side effects of the total student-aid program as it comes together from many sources may not be wholly salutary to either the public good or to the welfare of individual students.

During the past ten years, student financial aid packages have increasingly relied on student loans and have decreasingly utilized student employment. We have thus spawned a two-headed monster without the intent of doing so—at one stroke, we have weakened the work ethic of students and have cast many of them into debt beyond their means. In some instances, young men and women are beginning married life with two college-loan debts hanging over them. America is thus the only society in the world today which brings many of its young people into marriage with both partners carrying a negative dowry.

Even though only ten percent of college students rely on student loans to get them through higher education, it is a select group comprised primarily of upper division, graduate and professional students. To the extent that debts incurred in college keep such students from marriage, from owning their own homes, or from having children during the prime child-bearing years, the federally initiated student loan program may not be serving the kinds of public purposes it was designed to promote. A careful review of both federal and state financial aid programs is in order, particularly to determine whether we are relying too heavily on loans and perhaps not heavily enough on student employment.

2. <u>The state-level data system used to keep track of student financial aid administered by the State Regents and by the public institutions is inadequate to the task of determining the needs of students for financial aid, nor is it adequate to help the Regents determine whether the financial aid dollars invested by the state are being put to their most efficient use</u>.

Although this profile of financial aid presents a notable amount of information for a substantial number of years, there are still items of data and information not given. For example, we can say nothing about the structure of the financial aid package from the viewpoint of the aid recipients. Only mean averages are shown; the crucial median statistics are not available. Data by class level, discipline, or degree program cannot be constructed. The distribution by geographic origin of students is missing. Urban to rural comparisons cannot be made. Financial needs data as well as family

structure are not available. Much more is also missing or not available. Granted that several institutions can produce some of these items all of the time and a few institutions can provide all of these items some of the time, the system as a whole cannot provide any of these items any of the time.

There are several demographic and socioeconomic trends under way which will influence the financial aid programs of the future, and these need to be incorporated into the State Regents' data system and be carefully monitored in the early years ahead. By 1990, the number of part-time students in colleges will outnumber the full-time students, and those beyond the traditional college-age years will exceed the number in the 18 to 24-year-old cohort. Likewise, the number of minorities will increase vis-a-vis the majority population. Too, women college students will continue in the majority. All of these factors and trends will have a bearing on the overall need for financial aid and on the type of aid to be provided. Who goes and who pays are still important policy questions, and the answers are changing as times change.

In the current year the State Regents will either expend or authorize public colleges and universities to expend more than $15 million in state funds for student financial aid purposes, not including the costs of administration. The State Regents have asked the Oklahoma Legislature to appropriate an additional amount which could bring the 1986 authorization for financial aid to $21 million, including the Oklahoma Tuition Aid Grant program, the State Regents' Fee Waiver Scholarship program, and other aid programs to benefit graduate assistants, minority students, future teachers, faculty and staff employees, chiropractic students, and others. That amount of state funds exceeds the state appropriation for all State System institutions in 1983-84 except the two comprehensive universities and branches. In spite of the large amount of resources invested in financial aid, the State Regents are currently operating without a strategic plan to maximize the effectiveness of the overall program. There are perhaps two major reasons for this omission. First, the various programs of student aid now operating were developed separately, and none of the programs individually was very

large until the past two or three years. Secondly, the data to operate a comprehensive student assistance program are currently not available at the state level in timely fashion.

Today, student financial aid is "packaged" for each individual student on college and university campuses of the State System. As a part of his or her package, a student may qualify for so much in Pell-Grant funds, so much in Tuition Aid Grant funds, and so much in loan funds for a total amount sufficient to last through the semester or academic year. In order to have sufficient information to be able to develop a rational student financial aid plan, the State Regents would need information on all the components of students' packages, to best gauge how much is needed in OTAG funds, fee-waiver scholarship authorizations, and the like. This information could be gathered from institutions after the fact, or it could be generated through an add-on to the current Unitized Data System. Without such a system, important public-policy decisions about financial aid will continue to be made about individual programs without any knowledge as to their combined effect on either students or the society.